SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Change management		8620402072	Study Program Elective Courses	T=2	P=0	ECTS=3.18	6	January 1, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions
	PLO-8	Able to apply and utilize research in the field of education management independently or in groups to provide alternative solutions to problems in the field of education management
	Program Objectives (PO)	
	PO - 1	Utilizing learning resources and information technology in applying change management knowledge to solve problems in the field of education.
	PO - 2	Mastering the theoretical concept of internal change management as one of the main provisions in organizing education in dynamic situations and conditions
	PO - 3	Make the right decisions based on information and data analysis and be able to provide guidance in selecting various alternative solutions independently and in groups related to change management.
	PO - 4	Responsible for one's own learning performance, has the ability to analyze and make the right decisions in facing and overcoming problems of change that occur in the field of education based on benchmarking.
	PLO-PO Matrix	

P.O	PLO-5	PLO-8
PO-1		✔
PO-2	✔	
PO-3		✔
PO-4		✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1										✔						
PO-2	✔	✔	✔	✔	✔											
PO-3						✔			✔		✔		✔	✔	✔	
PO-4							✔	✔				✔				✔

Short Course Description	This course examines the basic concepts of change management, Resistance, Theory, Approaches, types and strategies of Change Management, Drivers of Organizational Change, Supporting and Inhibiting Factors of change, Urgency of Change Management, Linking vision with change, Tools for diagnosing change, Analysis of change readiness, Implementing change, Strategy in communicating change, Leading Change, and SWOT Analysis. Through a lecture approach with case studies, students are expected to have adequate sensitivity to the complexity of problems that occur in organizations that are always changing. The ability to see what remains and what changes in the change process will be well developed when students really follow the learning process of this course with full attention and consistency so that students are expected to have the skills to manage change in an organization in a systematic and coordinated way.

References	**Main :**

1. Davidson, J. 2005. Change Management : The Complete Ideal 19s Duides. Jakarta: Prenada.
2. Effendi, A.R. Manajemen Perubahan/Pembaruan . Dalam Imron, Ali.dkk. 2003. Manajemen Pendidikan: Analisis Substantif dan Aplikasinya dalam Institusi Pendidikan. Malang: Penerbit UM.
3. Hussey, D. E. 2000. How to Manage Organisational Change . London: Kogan Page limited.
4. Indrawijaya, A. I. 1989. Perubahan dan Pengembangan Organisasi. Bandung: Sinar Baru.
5. Maxwell, John C., 1995. Mengembangkan Kepemimpinan di Dalam Diri Anda (terjemahan). Jakarta: CV. Bina Rupa Aksara.
6. Nadler, D.A. and Thusman, M.L. 1983. A General Diagnostic Model for Organizational Behavior . New York: Mac Graw Hill.
7. Pidarta, Made. 1988. Manajemen Pendidikan Indonesia. Jakarta: PT Melton Putra.
8. Potts, Rebecca and Lamarsh, Jeanne. 2004. Managing for Success . London: Duncan Baird Publishers.
9. Purnomo, Zulkieflimansyah. 2005. Manajemen Strategi. Indonesia.
10. . Rhenald, Kasali. 2006. Change!. Jakarta: Gramedia.
11. . Robbins, S.P. 1994. Teori Organisasi: Struktur, Desain dan Aplikasi. Alih Bahasa Yusuf Udaya. Jakarta: Arcan.
12. . Robbins, S.P. 1998. Perilaku Organisasi: Konsep, Kontroversi, Aplikasi. Jilid 2 EdisiKedelapan. AlihBahasaHandayanaPujaatmaka. Jakarta: Prenhalindo.
13. . Tim Pemikir Puslit Pendidikan. 2003. Perubahan Berbasis Riset. Dalam Informan, Bulletin Puslit Pendidikan Lemlit UM . Edisi 2 tahun 2003 . Malang: Puslit Pendidikan Lembaga Penelitian UM.
14. . Wibowo, 2006. Manajemen Perubahan , Jakarta: PT. Raja Grafindo Persada.
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16. McCarthy, C., & Eastman, D. (2021). Change management strategies for an effective EMR implementation. HIMSS Publishing.
17. Williams, D. A., & Wade-Golden, K. C. (2023). The chief diversity officer: Strategy structure, and change management. Taylor & Francis.
18. Harrison, R., Fischer, S., Walpola, R. L., Chauhan, A., Babalola, T., Mears, S., & Le-Dao, H. (2021). Where do models for change management, improvement and implementation meet? A systematic review of the applications of change management models in healthcare. Journal of healthcare leadership, 85-108.
19. Phillips, J., & Klein, J. D. (2023). Change management: From theory to practice. TechTrends, 67(1), 189-197.
20. Lauer, T. (2021). Change management: fundamentals and success factors. Berlin and Heidelberg: Springer.
21. Franklin, M. (2021). Agile change management: A practical framework for successful change planning and implementation. Kogan Page Publishers.
22. Coventry, H., & Nutley, S. (2020). Change management. In Australian handbook of public sector management (pp. 163-173). Routledge.
23. Jacobsen, D. I. (2021). Organizational change and change management. Vigmostad & Bjørke.

Supporters:	

1. Febrianty, dkk. 2020. Manajemen Perubahan Perusahaan di Era Transformasi Digital. Jakarta: Yayasan Kita Menulis.
2. Laksmi, V.V. & Suwandono, Y. 2019. Manajemen Perubahan menuju Organisasi Berkinerja Tinggi. Yogyakarta: Deepublish
3. Passenheim, O. 2010. Change Management. New York: Ventus Publishing.

Supporting lecturer	Dr. Muhamad Sholeh, S.Pd., M.Pd. Dr. Kaniati Amalia, M.Pd. Dr. Ayu Wulandari, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Present lecture materials and lecture contracts for one semester	1.Students are able to understand RPS and lecture contracts 2.Students are able to understand the scope of lectures for 1 semester	Criteria: - Form of Assessment : Participatory Activities	Lectures vary (Lecture method, question and answer and discussion) 2 X 50	Lectures vary (Lecture method, question and answer and discussion 2 X 50	Material: Presentation of the Concept of Change References: Laksmi, VV & Suwandono, Y. 2019. Change Management towards High Performance Organizations. Yogyakarta: Deepublish	5%
2	Students are able to understand the basic concepts of change management	1.Students are able to understand the concept of change 2.Students are able to understand the meaning of Change Management 3.Students are able to understand the aspects that cause change	Criteria: Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions Form of Assessment : Participatory Activities	Lectures vary (Lecture method, question and answer and discussion) 2 X 50	Lectures vary (Lecture method, question and answer and discussion 2 X 50	Material: Presentation of the Concept of Change References: Laksmi, VV & Suwandono, Y. 2019. Change Management towards High Performance Organizations. Yogyakarta: Deepublish	5%

3	Students understand the basic concept of Resistance	1. The accuracy in describing the meaning of resistance is based on several expert opinions 2. Be able to mention the factors that trigger resistance 3. Be able to name forms of resistance 4. Be able to state the level of resistance	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Participatory Activities	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **References:** *Hussey, DE 2000. How to Manage Organizational Change. London: Kogan Page limited.*	5%
4	Students are able to identify Change Management Theories, Approaches, types and strategies	1. Students can explain Change Management Theory 2. Students can explain the Change Management Approach 3. Students can explain the types of change management 4. Students can explain Change Management strategies	**Criteria:** critical and in-depth explanation **Form of Assessment** : Participatory Activities	Lectures, Presentations and discussions 2 X 50	Lectures, Presentations and discussions 2 X 50	**Material:** group material **Reference:** *Febrianty, et al. 2020. Corporate Change Management in the Era of Digital Transformation. Jakarta: Kita Write Foundation.*	5%
5	Students are able to identify Change Management Theories, Approaches, types and strategies	1. Students can explain the driving factors for change (internal and external) accurately 2. Able to explain Hussey's theory of needs 3. Able to explain Robbins' theory of change 4. Able to explain Anderson's theory of change	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Practice / Performance	Lectures, Presentations and discussions 2 X 50	Lectures, Presentations and discussions 2 X 50	**Material:** group material **Reference:** *Febrianty, et al. 2020. Corporate Change Management in the Era of Digital Transformation. Jakarta: Kita Write Foundation.*	5%

6	Students carefully identify supporting and inhibiting factors for change	1.Able to state supporting factors for change through the process of analyzing diagnostic information 2.Able to mention factors inhibiting change through the process of analyzing diagnostic information 3.Able to state the cycle of change in an organization based on the results of diagnostic information analysis	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Practice / Performance	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** Material 6 **References:** *McCarthy, C., & Eastman, D. (2021). Change management strategies for an effective EMR implementation. HIMSS Publishing.*	5%
7	Students explain the urgency of change management	1.Students are able to explain the importance of change management 2.Students are able to explain the role of change management in achieving organizational goals and objectives 3.Students are able to explain specifically the role of change management for organizational development	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Practice / Performance	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **Reference:** *Febrianty, et al. 2020. Corporate Change Management in the Era of Digital Transformation. Jakarta: Kita Write Foundation.*	5%
8	Students master material about change management from the first to the seventh meeting as well as evaluation to improve the next lecture process.	Students can do questions well and correctly	**Criteria:** UTS Criteria **Form of Assessment** : Project Results Assessment / Product Assessment	Test Paper 2 X 50	Paper Test	**Material:** group material **References:** *Passenheim, O. 2010. Change Management. New York: Ventus Publishing.*	15%
9	Students connect vision with change	1.Students are able to explain the essence of vision in organizations 2.Students are able to describe the process of achieving the vision 3.Students are able to describe and identify the causes of vision failure	**Criteria:** - **Form of Assessment** : Practice / Performance	Presentations, discussions and questions and answers 2 X 50	Presentations, discussions and questions and answers 2 X 50	**Material:** group material **References:** *Passenheim, O. 2010. Change Management. New York: Ventus Publishing.*	5%

10	Students understand and describe tools for diagnosing change (• six-box organization, • 7-s framework, • Star Model, • Congruence • Burke-Litwin • Four-Frame)	Students are able to understand and describe tools for diagnosing change (• six-box organization, • 7-s framework, • Star Model, • Congruence • Burke-Litwin • Four-Frame)	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Practice / Performance	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **Reference:** *Febrianty, et al. 2020. Corporate Change Management in the Era of Digital Transformation. Jakarta: Kita Write Foundation.*	5%
11	Students understand change readiness analysis	1. Students are able to understand gap analysis 2. Students are able to understand stakeholder analysis 3. Students are able to understand the concepts of Force and Field Analysis	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Practice / Performance	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **References:** *Passenheim, O. 2010. Change Management. New York: Ventus Publishing.*	5%
12	Students implement changes	1. Students are able to understand contingency change management 2. Students are able to understand the processual approach	**Criteria:** Tasks, Accuracy in explaining critically and in depth and Activeness in Discussions **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **Library:** . *Wibowo, 2006. Change Management, Jakarta: PT. Raja Grafindo Persada.*	5%
13	Students understand change management cases	1. Students are able to practice communication processes and models 2. Students are able to understand strategies for communicating change 3. Students are able to describe media in communication	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	Simulations, Lectures, Presentations and Discussions 2 X 50	Simulations, Lectures, Presentations and Discussions 2 X 50	**Material:** group material **Library:** . *Wibowo, 2006. Change Management, Jakarta: PT. Raja Grafindo Persada.*	5%
14	Students understand change management cases	1. Students are able to understand various leadership theories 2. Students are able to understand the role and function of leaders 3. Students are able to understand the importance of leaders in driving change	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **Reference:** *Febrianty, et al. 2020. Corporate Change Management in the Era of Digital Transformation. Jakarta: Kita Write Foundation.*	5%

15	Students are able to understand SWOT Analysis	1. Students are able to understand the meaning of SWOT analysis 2. Students can identify internal environmental analysis 3. Students can identify external environmental analysis 4. Students can compile a SWOT matrix	**Criteria:** - **Form of Assessment** : Project Results Assessment / Product Assessment	Simulations, Simulations, Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 X 50	**Material:** group material **Reader:** *Potts, Rebecca and Lamarsh, Jeanne. 2004. Managing for Success. London: Duncan Baird Publishers.*	5%
16	UAS	UAS	**Criteria:** critical and in-depth explanation **Form of Assessment** : Project Results Assessment / Product Assessment	UAS 2 X 50		**Material:** material 1 - 15 **References:** *Davidson, J. 2005. Change Management: The Complete Ideal 19s Duides. Jakarta: Prenada.*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Practice / Performance	30%
		100%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.