



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Education Quality Assurance	8620402157	Study Program Elective Courses	T=2	P=0	ECTS=3.18	6	May 8, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-7	Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis
PLO-10	Able to communicate both written and orally in accordance with academic values, norms and ethics
PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics

Program Objectives (PO)

PO - 1	Utilize learning resources and information technology to apply the field of educational quality assurance expertise and solve problems related to educational quality assurance theoretically and practically and be able to adapt to the situations faced.
PO - 2	Master the theoretical concepts of educational quality assurance in depth and be able to formulate procedural problem solving
PO - 3	Able to make the right decisions based on analysis of information and data, and able to provide guidance in choosing various alternative solutions independently and in groups related to education quality assurance
PO - 4	Responsible for self-learning performance, agreement with group colleagues in understanding the basic concepts of educational quality assurance both theoretically and practically and able to properly apply relevant quality assurance theories in the field of education

PLO-PO Matrix

		P.O	PLO-7	PLO-10	PLO-11
	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 The education quality assurance course discusses various basic concepts of education quality assurance, both internal and external; Next, the discussion is related to educational institutions, how to implement quality assurance at the pre-school, basic education, secondary education, vocational education and higher education levels. Learning activities include providing information, discussions, giving assignments, presentations, and leadership practices (simulations). Evaluation of learning outcomes is carried out through written tests, assignments, presentations and performance in simulations.

References		Main :					
				<ol style="list-style-type: none"> Juharni. 2017. Manajemen Mutu Terpadu (Total Quality Management). Makassar: CV Sah Media. Sallis, E. 2014. Total Quality Management in Education. London: Kogan Page Ltd Juran, J.M. 1999. The Quality Control Process . London: McGraw-Hill.. Fadhli, M. 2017. Manajemen Peningkatan Mutu Pendidikan. Jurnal Studi Manajemen Pendidikan. Vol 1 No 2. Buku dan hasil penelitian lainnya yang relevan dengan kajian manajemen mutu terpadu dan peraturan-peraturan yang relevan. Mukhopadhyay, M. (2020). Total quality management in education. SAGE Publications Pvt. Limited. Naylor, R., Dollinger, M., Mahat, M., & Khawaja, M. (2021). Students as customers versus as active agents: Conceptualising the student role in governance and quality assurance. Higher Education Research & Development, 40(5), 1026-1039. Hauptman Komotar, M. (2020). Discourses on quality and quality assurance in higher education from the perspective of global university rankings. Quality Assurance in Education, 28(1), 78-88. Phumphongkhochasorn, P., Damnoen, S., Tuwanno, P. D. M., Srichan, P. W., & Udondhammajaree, P. (2022). Educational Quality Assurance and School Management Standards According to International. Asia Pacific Journal of Religions and Cultures, 6(1), 1-16. Stefani, A., & Vassiliadis, B. (2021). A Quality Assurance Reference Framework for Assessing Educational Data. Journal of Data Analysis and Information Processing, 9(4), 283-297. Zawacki-Richter, O., Müskens, W., & Marín, V. I. (2022). Quality assurance of open educational resources. In Handbook of Open, Distance and Digital Education (pp. 1-19). Singapore: Springer Singapore. Nuphanudin, Komariah, A., Shvetsova, T., Gardanova, Z., Podzorova, M., Kurniady, D. A., Gladysheva, M., Dudnik, O., Taturan, R. J. O., & Kosov, M. (2022). Effectiveness of students' motivation factors in the competency-based approach: A case study of universities in Russia and Indonesia. Emerging Science Journal, 6(3), 578–602. https://doi.org/10.28991/ESJ-2022-06-03-012 Nuphanudin, Komariah, A., Kurniady, D. A., Putri, N. S. R., Azzahra, O. R., & Sirilis, N. (2021). Parents in the Quality Culture: Why do they become involved? Advances in Social Science, Education and Humanities Research, 526, 1–6. https://doi.org/10.2991/assehr.k.210212.001 			
		Supporters:					
				<ol style="list-style-type: none"> Juharni. 2017. Manajemen Mutu Terpadu (Total Quality Management). Makassar: CV Sah Media Fadhli, M. 2017. Manajemen Peningkatan Mutu Pendidikan. Jurnal Studi Manajemen Pendidikan 			
Supporting lecturer		Dr. Widyo Winarso, M.Pd. Dr. Muhamad Sholeh, S.Pd., M.Pd. Dr. Kaniati Amalia, M.Pd. Ainur Rifqi, 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	1. Students understand the lecture plan for semester 2. Students make a study contract which is agreed with the lecturer. 3. Students understand the concept of integrated quality management	1. Students can understand the study of material and the lecture process that will be carried out. 2. Students know the things that are agreed upon for the lecture to run smoothly. 3. Students remember the concept of integrated quality management	Criteria: Accuracy in answering questions and answers Form of Assessment : Participatory Activities	Lectures and questions and answers via Google Meet 2 X 50	- -	Material: Basic concepts of Quality Assurance Library: Juharni. 2017. Integrated Quality Management (Total Quality Management). Makassar: CV Sah Media.	5%

2	1. Students are able to make inferences about the basic concepts of internal quality assurance 2. Students are able to understand the basic concepts of internal quality assurance	1. Students are able to explain the basic concepts of internal quality assurance in educational institutions 2. Students are able to embody the basic concepts of internal quality assurance in educational institutions	Criteria: 1.1. Students who are able to discuss and present well about internal quality assurance will get a score of 80 2.2. Students who are able to answer internal quality assurance will get a score of 80 3.3. Students who ask questions will be given a mark of 80 Form of Assessment : Participatory Activities	Lecture method, question and answer and discussion 2 X 50		Material: group material References: <i>Juran, JM 1999. The Quality Control Process. London: McGraw-Hill..</i>	5%
3	1. Students are able to make inferences about the basic concepts of external quality assurance 2. Students are able to understand the basic concepts of external quality assurance	1. Students are able to explain the basic concepts of external quality assurance in educational institutions 2. Students are able to embody the basic concepts of external quality assurance in educational institutions	Criteria: 1.1. Students who are able to discuss and present well about internal quality assurance will get a score of 80 2.2. Students who are able to answer internal quality assurance will get a score of 80 3.3. Students who ask questions will be given a mark of 80 Form of Assessment : Participatory Activities	Lecture method, question and answer and discussion 2 X 50		Material: group material References: <i>Sallis, E. 2014. Total Quality Management in Education. London: Kogan Page Ltd</i>	5%
4	1. Students are able to understand the concept of audit and monev in educational institutions 2. Students are able to embody the theory of audit and monev in educational institutions	1. Students are able to explain the concept of audit and monev in educational institutions 2. Students are able to practice audit and monev theory in educational institutions	Criteria: 1.1. Students who actively ask questions will get 1 point and a maximum of 3 points for active students 2.2. The presenter who presents will get 1 point Form of Assessment : Participatory Activities	Presentation, question and answer and discussion 2 X 50		Material: group material References: <i>Juran, JM 1999. The Quality Control Process. London: McGraw-Hill..</i>	5%
5	1. Students are able to understand the implementation of quality assurance in Early Childhood Education 2. Students are able to have skills in quality assurance in Early Childhood Education	1. Students are able to explain the implementation of quality assurance in PAUD 2. Students are able to understand the quality assurance process in PAUD 3. Students are able to practice the implementation of quality assurance in PAUD	Criteria: 1.1. Students who actively ask questions will get 1 point and a maximum of 3 points for active students 2.2. The presenter who presents will get 1 point Form of Assessment : Portfolio Assessment	Presentation, question and answer, and case analysis 2 X 50	-	Material: group material References: <i>Sallis, E. 2014. Total Quality Management in Education. London: Kogan Page Ltd</i>	5%

6	1. Students are able to understand the implementation of quality assurance in elementary level education 2. Students are able to have skills in quality assurance in elementary level education	1. Students are able to explain the implementation of quality assurance in basic level education 2. Students are able to understand the quality assurance process in basic level education 3. Students are able to practice the implementation of quality assurance in basic level education	Criteria: 1.1. Students who actively ask questions will get 1 point and a maximum of 3 points for active students 2.2. The presenter who presents will get 1 point Form of Assessment : Portfolio Assessment	Presentation, question and answer, and case analysis 2 X 50	-	Material: Library group material : <i>Juharni. 2017. Integrated Quality Management (Total Quality Management). Makassar: CV Sah Media</i>	5%
7	1. Students are able to understand the implementation of quality assurance in secondary education 2. Students are able to have skills in quality assurance in secondary education	1. Students are able to explain the implementation of quality assurance in secondary level education 2. Students are able to understand the quality assurance process in secondary level education 3. Students are able to practice the implementation of quality assurance in secondary level education	Criteria: 1.1. Students who actively ask questions will get 1 point and a maximum of 3 points for active students 2.2. The presenter who presents will get 1 point Form of Assessment : Portfolio Assessment	Presentation, question and answer, and case analysis 2 X 50	-	Material: Material 7 References: <i>Nuphanudin, Komariah, A., Shvetsova, T., Gardanova, Z., Podzorova, M., Kurniady, DA, Gladysheva, M., Dudnik, O., Tadiran, RJO, & Kosov, M . (2022). Effectiveness of students' motivation factors in the competency-based approach: A case study of universities in Russia and Indonesia. Emerging Science Journal, 6(3), 578–602. https://doi.org/...</i>	5%
8	1. Students are able to understand the basic concepts of internal and external quality assurance 2. Students are able to understand the concepts of audit and monitoring and evaluation 3. Students are able to understand the implementation of quality assurance in PAUD 4. Students are able to understand the implementation of quality assurance in elementary education 5. Students are able to understand the implementation of quality assurance in secondary level education	1. Students are able to answer questions about the basic concepts of internal and external quality assurance 2. Students are able to answer questions about the concept of audit and monitoring and evaluation 3. Students are able to answer questions about quality assurance in PAUD 4. Students are able to answer questions about quality assurance in elementary education 5 . Students are able to answer questions about quality assurance in secondary education	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Working on UTS 2 X 50 questions	-	Material: Meeting Materials 1-7 Literature: <i>Books and other research results relevant to integrated quality management studies and relevant regulations.</i>	15%

9	1. Students are able to understand the implementation of quality assurance in Vocational Education 2. Students are able to have skills in quality assurance in Vocational Education	1. Students are able to explain the implementation of quality assurance in vocational education 2. Students are able to understand the quality assurance process in vocational education 3. Students are able to practice the implementation of quality assurance in vocational education	Criteria: 1.1. Students who actively ask questions will get 1 point and a maximum of 3 points for active students 2.2. The presenter who presents will get 1 point Form of Assessment : Portfolio Assessment	Presentation, question and answer, and case analysis 2 X 50		Material: group material References: <i>Fadhli, M. 2017. Management of Education Quality Improvement. Journal of Educational Management Studies</i>	5%
10	1. Students are able to understand the implementation of quality assurance in Higher Education 2. Students are able to have skills in quality assurance in Higher Education	1. Students are able to explain the implementation of quality assurance in higher education 2. Students are able to understand the quality assurance process in higher education 3. Students are able to practice the implementation of quality assurance in higher education	Criteria: 1.1. Students who actively ask questions will get 1 point and a maximum of 3 points for active students 2.2. The presenter who presents will get 1 point Form of Assessment : Portfolio Assessment	Presentation, question and answer, and case analysis 2 X 50		Material: group material References: <i>Sallis, E. 2014. Total Quality Management in Education. London: Kogan Page Ltd</i>	5%
11	1. Students are able to understand the preparation of quality assurance instruments 2. Students are able to embody the preparation of quality assurance instruments in educational institutions	1. Students are able to explain the preparation of quality assurance instruments. 2. Students are able to practice preparing quality assurance instruments in educational institutions	Criteria: 1.1. Students who are able to explain quality assurance instruments well get a score of 80 2.2. Students who are able to practice preparing quality assurance instruments get a score of 100 Form of Assessment : Portfolio Assessment	Lectures, questions and answers, and practice 2 X 50		Material: 5 Bibliography: <i>Juharni. 2017. Integrated Quality Management (Total Quality Management). Makassar: CV Sah Media</i>	5%
12	1. Students are able to understand the preparation of quality assurance instruments 2. Students are able to embody the preparation of quality assurance instruments in educational institutions	1. Students are able to explain the preparation of quality assurance instruments. 2. Students are able to practice preparing quality assurance instruments in educational institutions	Criteria: 1.1. Students who are able to explain quality assurance instruments well get a score of 80 2.2. Students who are able to practice preparing quality assurance instruments get a score of 100 Form of Assessment : Project Results Assessment / Product Assessment	Lectures, questions and answers, and practice 2 X 50		Material: group material References: <i>Sallis, E. 2014. Total Quality Management in Education. London: Kogan Page Ltd</i>	5%

13	Students understand the implementation of quality assurance in educational institutions through article reviews	1. Students are able to collect and map quality assurance in educational institutions. 2. Students are able to review quality assurance in educational institutions	Criteria: Students who are able to collect articles correctly will get a score of 80 Form of Assessment : Project Results Assessment / Product Assessment	Download and analyze the 2 X 50 article		Material: group material References: <i>Juran, JM 1999. The Quality Control Process. London: McGraw-Hill..</i>	5%
14	Students understand the implementation of quality assurance in educational institutions through article reviews	Students are able to explain quality assurance in educational institutions	Criteria: 1.1. Students who actively ask questions get a score of 80 2.2. Students who present well get a score of 80 Form of Assessment : Project Results Assessment / Product Assessment	Presentation and questions and answers 2 X 50		Material: Library group material : <i>Juharni. 2017. Integrated Quality Management (Total Quality Management). Makassar: CV Sah Media.</i>	5%
15	Students understand the implementation of quality assurance in educational institutions through article reviews	Students are able to explain quality assurance in educational institutions	Criteria: 1.1. Students who actively ask questions get a score of 80 2.2. Students who present well get a score of 80 Form of Assessment : Project Results Assessment / Product Assessment	Presentation and questions and answers 2 X 50		Material: review report Bibliography: <i>Juharni. 2017. Integrated Quality Management (Total Quality Management). Makassar: CV Sah Media.</i>	5%
16		Report according to the attached assessment format	Criteria: Report according to the attached assessment format Form of Assessment : Project Results Assessment / Product Assessment	Report on the results of 2 x 50 observations	Report on the results of 2 x 50 observations	Material: materials 1 - 15 Bibliography: <i>Books and other research results relevant to the study of integrated quality management and relevant regulations.</i>	15%

Evaluation Percentage Recap: Project Based Learning

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

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.