	Universitas Negeri Surabaya Fakultas Ilmu Pendidikan Program Studi S1 Manajemen Pendidikan	Kode Dokumen

SEMESTER LEARNING PLAN

Course		KODE	Rumpun MataKuliah	Bobot Kredit			SEMESTER	Tanggal Penyusunan
Sistem Informasi Manajemen		8620402106	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	3	11 Agustus 2023

OTORISASI	Pengembang S.P	Koordinator Rumpun matakuliah	Koordinator Program Studi
	Aditya Chandra Setiawan, S.Pd., M.Pd.	Dr. Mohammad Syahidul Haq, M.Pd.	Syunu Trihantoyo, S.Pd., M.Pd.

Model Pembelajaran	Project Based Learning

Program Learning Outcomes (PLO)	PLO program Studi yang dibebankan pada matakuliah	
	PLO-7	Mampu mempraktikkan bidang kompetensi manajemen pendidikan untuk memecahkan masalah di bidang manajemen pendidikan berdasarkan hasil analisis informasi dan data
	PLO-9	Mampu memanfaatkan teknologi dan informasi dalam upaya pemecahan masalah sesuai bidang keahlian
	Program Objectives (PO)	
	PO - 1	Mahasiswa mampu mempraktikkan bidang sistem informasi manajemen untuk memecahkan masalah berdasarkan hasil analisis informasi dan data
	PO - 2	Mahasiswa mampu memadukan teknologi dan informasi dalam upaya pemecahan masalah sesuai bidang sistem informasi manajemen
	PO - 3	Mengambil keputusan yang tepat berdasarkan pengorganisasian, analisis dan pengolahan data, serta mampu memberikan petunjuk dalam memilih berbagai alternatif solusi secara mandiri dan kelompok.
	PO - 4	Bertanggung jawab terhadap kinerja pembelajaran diri, kesepakatan dengan rekan kelompok dengan menerapkan pengelolaan sistem informasi yang relevan
	Matrik PLO-PO	

PO	PLO-7	PLO-9
PO-1	✔	
PO-2		✔
PO-3	✔	
PO-4		✔

Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO)

PO	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔			✔	✔	✔	✔		✔	✔		✔	✔	✔		✔
PO-2		✔	✔													
PO-3											✔					
PO-4								✔							✔	

Deskripsi Singkat Mata Kuliah	Kajian tentang konsep dasar/teori Sistem, konsep dasar/teori Sistem Informasi & Komunikasi, inferensi sistem informasi manajemen dalam substansi pokok kelimuan Manajemen Pendidikan (Manajemen Pendidik dan Tenaga Pendidikan, Sarana dan Prasarana, Manajemen Keuangan, Manajemen Humas, Manajemen Perkantoran, Manajemen Layanan Khusus, Manajemen Perpustakaan), pengembangan sistem informasi manajemen melalui media website (prototype). Perkuliahan dilaksanakan dengan sistem presentasi dan diskusi, tugas proyek, praktik, dan melakukan refleksi bersama dengan memanfaatkan TIK.

Pustaka	Utama :

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2. Blumenthal, S.C. 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc
3. Davis, G.B. dan Olson, M.H. 1984. Management Information System: Conceptual Foundation, Structure, and Development. New York: International Student Edition
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Pendukung :	

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2. Ampofo, J. A. (2020). Challenges of Student Management Information System (MIS) in Ghana: A Case Study of University for Development Studies, Wa Campus. International Journal of Management & Entrepreneurship Research, 2(5), 332-343.
3. Giua, C., Materia, V. C., & Camanzi, L. (2021). Management Information System Adoption at the Farm Level: Evidence from The Literature. British Food Journal, 123(3), 884-909.
4. Haq, M. S., Setiawan, A. C., Widyanah, I., Naqiyah, N., & Ashadi, F. (2023). Development of Electronic-Public Relations Through" MP Mobile Apps" for Optimization of Information Systems. Jurnal Penelitian Pendidikan IPA, 9(5), 2409-2416.
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6. Setiawan, A. C., Haq, M. S., Khamidi, A., Putri, A. R., & Iswahyuni, D. L. (2022). Development of Digitalization of The "MP Digilib" Library System for Improvement of Academic Services. JMSP (Jurnal Manajemen Dan Supervisi Pendidikan), 6(1), 1-11.
7. Syarwani, M., & Syahrani, S. (2022). The Role of Information System Management For Educational Institutions During Pandemic. Indonesian Journal of Education (INJOE), 2(3), 270-281.
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Dosen Pengampu	Dr. Widyo Winarso, M.Pd. Dr. Mohammad Syahidul Haq, S.Pd., M.Pd. Aditya Chandra Setiawan, S.Pd., M.Pd.

Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	Daring (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mahasiswa mampu melakukan inferensi terhadap konsep dasar Sistem	1. Mahasiswa mampu menjelaskan pengertian Sistem; 2. Mahasiswa mampu membedakan jenis Sistem; 3. Mahasiswa mampu menjelaskan karakteristik Sistem; 4. Mahasiswa mampu membedakan kelebihan dan kelemahan Sistem.	**Kriteria:** Kriteria Nilai: Istimewa: 90-100; Sangat Baik: 76-89; Cukup: 56-75; Kurang: 0-55 **Bentuk Penilaian** : Aktifitas Partisipasif	Collaboration Learning (lecturer material, questions and answers, and discussions) 2 X 50	Collaboration Learning (lecturer material, questions and answers, and discussions) 2 X 50	**Material:** Basic Concepts of Systems **Library:** *Loudon, KC & Loudon, JP 2007. Management Information Systems. 10th Ed. New Jersey: Pearson Education, Inc*	5%

2	Students are able to make inferences about the basic concepts of Information & Communication Systems	1. Students are able to explain the meaning of Information & Communication Systems; 2. Students are able to differentiate between types of Information & Communication Systems; 3. Students are able to explain the characteristics of Communication Information Systems; 4. Students are able to differentiate the strengths and weaknesses of Information & Communication Systems.	**Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Participatory Activities	Collaboration Learning (lecturer material, questions and answers, and discussions) 2 X 50	2 X 50	**Material:** Basic Concepts of Information and Communication Systems **References:** *Loudon, KC & Loudon, JP 2007. Management Information Systems. 10th Ed. New Jersey: Pearson Education, Inc*	5%
3	Students are able to make inferences about Management Information Systems in Curriculum Management	1. Students are able to explain the meaning of Curriculum Management; 2. Students are able to differentiate types of MIS in Curriculum Management; 3. Students are able to explain the characteristics of SIM in Curriculum Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Curriculum Management.	**Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Participatory Activities	Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50	2 X 50	**Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference : *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc*	5%

| 4 | Students are able to make inferences about Management Information Systems in Student Management | 1. Students are able to explain the meaning of Student Management; 2. Students are able to differentiate between types of SIM in Student Management; 3. Students are able to explain the characteristics of SIM in Student Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Student Management. | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

Form of Assessment : Participatory Activities | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 X 50 | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |
| 5 | Students are able to make inferences about Management Information Systems in the Management of Educators and Education Personnel | 1. Students are able to explain the meaning of Educator Management and Education Personnel; 2. Students are able to differentiate between types of SIM in Educator Management and Education Personnel; 3. Students are able to explain the characteristics of SIM in the Management of Educators and Education Personnel; 4. Students are able to differentiate the strengths and weaknesses of SIM in the Management of Educators and Education Personnel. | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

Form of Assessment : Practice / Performance | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 X 50 | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |

| 6 | Students are able to make inferences about Management Information Systems in Facilities and Infrastructure Management | 1. Students are able to explain the meaning of Facilities and Infrastructure Management; 2. Students are able to differentiate types of MIS in Facilities and Infrastructure Management; 3. Students are able to explain the characteristics of SIM in Facilities and Infrastructure Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Facilities and Infrastructure Management | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

 Form of Assessment : Practice / Performance | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 x 50 | | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

 Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |
| 7 | Students are able to make inferences about Management Information Systems in Financial Management | 1. Students are able to explain the meaning of Financial Management; 2. Students are able to differentiate between types of SIM in Financial Management; 3. Students are able to explain the characteristics of SIM in Financial Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Financial Management | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

 Form of Assessment : Practice / Performance | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 X 50 | | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

 Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |

| 8 | Sub-Summative Exam (USS) | | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

Form of Assessment : Practice / Performance | Practice/Performance & Portfolio 2 X 50 | 2 X 50 | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 15% |
| 9 | Students are able to make inferences about Management Information Systems in Public Relations Management | 1. Students are able to explain the meaning of Public Relations Management;
2. Students are able to differentiate types of MIS in Public Relations Management;
3. Students are able to explain the characteristics of SIM in Public Relations Management;
4. Students are able to differentiate the strengths and weaknesses of SIM in Public Relations Management. | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

Form of Assessment : Practice / Performance | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 X 50 | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |

| 10 | Students are able to make inferences about Management Information Systems in Office Management | 1. Students are able to explain the meaning of Office Management; 2. Students are able to differentiate between types of SIM in Office Management; 3. Students are able to explain the characteristics of SIM in Office Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Office Management | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Portfolio Assessment | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 X 50 | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |
| 11 | Students are able to make inferences about Management Information Systems in Special Service Management | 1. Students are able to explain the meaning of Special Services Management; 2. Students are able to differentiate between types of SIM in Special Service Management; 3. Students are able to explain the characteristics of SIM in Special Service Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Special Service Management | **Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Portfolio Assessment | Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50 | 2 X 50 | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |

12	Students are able to make inferences about Management Information Systems in Library Management	1. Students are able to explain the meaning of Library Management; 2. Students are able to differentiate types of MIS in Library Management; 3. Students are able to explain the characteristics of SIM in Library Management; 4. Students are able to differentiate the strengths and weaknesses of SIM in Library Management.	**Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Portfolio Assessment	Collaboration Learning (portfolio, question and answer, and discussion) 2 X 50	2 X 50	**Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc*	5%
13	Students are able to develop Management Information Systems	1. Students are able to apply Management Information Systems Planning; 2. Students are able to apply the Management Information System Organization system; 3. Students are able to apply the Management Information System Implementation system; 4. Students are able to apply the Management Information System Monitoring system; 5. Students are able to apply the Management Information System Evaluation system; 6. Students are able to create a Management Information System in the form of an Institutional Website	**Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Portfolio Assessment	Project Based Learning/Performance 2 X 50	2 X 50	**Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc*	5%

| 14 | Students are able to develop Management Information Systems | 1. Students are able to apply Management Information Systems Planning;
 2. Students are able to apply the Management Information System Organization system;
 3. Students are able to apply the Management Information System Implementation system;
 4. Students are able to apply the Management Information System Monitoring system;
 5. Students are able to apply the Management Information System Evaluation system;
 6. Students are able to create a Management Information System in the form of an Institutional Website | **Criteria:**
 Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55

 Form of Assessment : Portfolio Assessment | Project Based Learning/Performance 2 X 50 | 2 X 50 | | **Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.*

 Material: Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc* | 5% |

15	Students are able to develop Management Information Systems	1. Students are able to apply Management Information Systems Planning; 2. Students are able to apply the Management Information System Organization system; 3. Students are able to apply the Management Information System Implementation system; 4. Students are able to apply the Management Information System Monitoring system; 5. Students are able to apply the Management Information System Evaluation system; 6. Students are able to create a Management Information System in the form of an Institutional Website	**Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Portfolio Assessment	Project Based Learning/Performance 2 X 50	2 X 50	**Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc*	5%
16	Summative Exam (US)		**Criteria:** Score Criteria: Special: 90-100; Very Good: 76-89; Fair: 56-75; Less: 0-55 **Form of Assessment** : Practice / Performance	Practice/Performance & Portfolio 2 X 50	2 X 50	**Material:** Information Systems Design **Reference:** *Laudon, CK, & Laudon, PJ (2013). Essentials of Management Information Systems. Pearson Education, Inc.* **Material:** Management Information System Inference Reference **:** *Blumenthal, SC 1969. Management Information System: A Framework for Planning and Development. New York, Englewood Cliffs: Prentice Hall Inc*	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Portfolio Assessment	30%
3.	Practice / Performance	50%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.