	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
Systems Theory	8620402122		T=2	P=0	ECTS=3.18	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Syunu Trihantoyo, S.Pd., M.Pd.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

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

Short Course Description	Theory and systems approach courses are intended to instill knowledge and skills about the basic conceptions of systems and their application as well as systems approach techniques in educational management activities which include understanding, characteristics, types and applications, so that students are expected to master the basic concepts and knowledge of theory and systems approaches which is useful in the administration of educational institutions/fields. To achieve this aim, the implementation is through face-to-face lectures, discussions, presentations and questions and answers as well as independent and group assignments. To find out the level of success of lectures that have been implemented, evaluation is carried out through assignments, mid-semester exams and semester exams, as well as lecture participation.
References	**Main :**

1. Amirin, Tatang M. 2013. Pokok-Pokok Teori Sistem . Jakarta: Rajawali Pers.
2. Nasuka. 2005. Teori Sistem . Jakarta: Kencana.
3. Tunas, Billy. 2007. Memahami dan Memecahkan Masalah dengan Pendekatan Sistem . Jakarta: Nimas Multima
4. Kaufman, Roger. 1987. Identifikasi Masalah dan Pemecahannya: Suatu Pendekatan Sistem. Jakarta: Intermedia
5. Nisjar, Karhi dan Winardi. 1997. Teori Sistem dan Pendekatan Sistem dalam Bidang Manajemen . Bandung: Mandar Maj
6. Winardi. 1999. P engantar tentang Teori Sistem dan Analisis Sistem . Bandung: Mandar Maju
7. Hadjisaroro, Poernomosidi. 1997. Butir-Butir untuk Memahami Pengertian Mengenai Hal Secara Benar dan Utuh . Yogyakarta: STIE Mitra Indonesia.

Supporters:	
Supporting lecturer	Supriyanto, S.Pd., M.Pd. Windasari, 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	Able to understand the meaning of the system	Students are able to explain the concept and meaning of the systems approach	**Criteria:** Able to give opinions in learning (weight 25%) Able to answer questions given by lecturers (weight 25%) Able to provide feedback in learning (weight 25%) Collecting assignments on time (weight 25%) Participation in learning (weight 25%)	Lectures, group discussions, and questions and answers 2 X 50			0%

2	Able to understand the main characteristics of the system	1. Students are able to explain the meaning and characteristics of a systems approach: Characteristics of a systems approach 2. The importance of a systems approach 3. Example of a systems approach in education	**Criteria:** Able to give opinions in learning (weight 25%) Able to answer questions given by lecturers (weight 25%) Able to provide feedback in learning (weight 25%) Collecting assignments on time (weight 25%) Participation in learning (weight 25%)	Lectures, group discussions, and questions and answers 2 X 50			0%
3	Able to understand the main characteristics of the system	Students are able to explain the meaning and characteristics of a systems approach1. Characteristics of a systems approach2. the importance of a systems approach 3. examples of a systems approach in education	**Criteria:** Able to give opinions in learning (weight 25%) Able to answer questions given by lecturers (weight 25%) Able to provide feedback in learning (weight 25%) Collecting assignments on time (weight 25%) Participation in learning (weight 25%)	Lectures, group discussions, and questions and answers 2 X 50			0%
4	Able to understand the types of systems	Students are able to explain various types of systems: 1. types of systems 2. system classification	**Criteria:** Activeness in learning (weight 30%) Accuracy in collecting assignments (weight 30%) Accuracy in answers (weight 40%)	Discussion and lecture 2 X 50			0%
5	Able to understand the types of systems	Students are able to explain various types of systems: 1. types of systems 2. system classification	**Criteria:** Activeness in learning (weight 30%) Accuracy in collecting assignments (weight 30%) Accuracy in answers (weight 40%)	Discussion and lecture 2 X 50			0%
6	Able to understand system models	1. Students are able to explain the meaning and types of system models, concepts and understanding of system models 2. use the system model 3. various system models 4. steps to create a system model	**Criteria:** Able to give opinions in learning (weight 25%) Able to answer questions given by lecturers (weight 25%) Able to provide feedback in learning (weight 25%) Participation in learning (weight 25%)	Lectures and questions and answers 2 X 50			0%
7	Students are able to understand system models	1. Students are able to explain the meaning and types of system models: the concept and meaning of system models 2. use the system model 3. various system models 4. steps to create a system model	**Criteria:** Able to give opinions in learning (weight 25%) Able to answer questions given by lecturers (weight 25%) Able to provide feedback in learning (weight 25%) Participation in learning (weight 25%)	lecture, question and answer 2 X 50			0%

8	UTS	1.Students are able to explain the meaning of the system 2.Students are able to identify the main characteristics of the system 3.Students are able to explain the types of systems 4.Students are able to explain system models		2 X 50			0%
9	Able to explain the principles of a systems approach	Students are able to explain the principles of a systems approach: 1. advantages of using a systems approach 2. principles of a systems approach	**Criteria:** 1.1. Activeness in discussions (25% weight) 2.2. Ability to collaborate (25% weight) 3.3. Communication/presentation skills (30% weight) 4.4. Accuracy of answers (30% weight)	Presentation, discussion and questions and answers 2 X 50			0%
10	Able to explain the principles of a systems approach	Students are able to explain the principles of the systems approach: 1. advantages of using a systems approach2. principles of a systems approach	**Criteria:** 1.1. Activeness in discussions (20% weight) 2.2. Ability to collaborate (20% weight) 3.3. Communication/presentation skills (30% weight) 4.4. Accuracy of answers (30% weight)	Discussion, presentation and question and answer 2 X 50			0%
11	Able to carry out system analysis and network analysis	Students are able to carry out system analysis and network analysis	**Criteria:** Activeness in discussions (weight 20%) Ability to collaborate (weight 20%) Communication/presentation skills (weight 30%) Accuracy of answers (weight 30%)	Discussion, question and answer and presentation 2 X 50			0%
12	Able to carry out system analysis and network analysis	Students are able to carry out system analysis and network analysis	**Criteria:** 1.1. Activeness in discussions (20% weight) 2.2. Ability to work together (20%) 3.3. Communication/presentation skills (30% weight) 4.4. Accuracy of answers (30% weight)	Discussion, presentation and question and answer 2 X 50			0%
13	Able to apply a systems approach in education	Students are able to apply a systems approach in education	**Criteria:** Activeness in discussions (weight 20%) Ability to collaborate (weight 20%) Communication/presentation skills (weight 30%) Accuracy of answers (weight 30%)	Presentation, discussion and questions and answers 2 X 50			0%
14	Able to apply a systems approach in education	Students are able to apply the systems approach in education: 1. systems approach in education 2. systems approach in educational management 3. systems approach in educational planning 4. systems approach in educational leadership	**Criteria:** 1.1. Activeness in discussions (20% weight) 2.2. Ability to collaborate (20% weight) 3.3. Communication/presentation skills (30% weight) 4.4. Accuracy of answers (30% weight)	Presentation, discussion and questions and answers 2 X 50			0%
15	Course Review	Able to understand system concepts thoroughly and comprehensively		Discussion and questions and answers 2 X 50			0%
16	UAS			Written Exam 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.