						Document Code

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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Training Management	8620402051	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 9, 2023

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-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics
	PLO-12	Able to internalize the entrepreneurial spirit creatively and innovatively
	Program Objectives (PO)	
	PO - 1	Utilizing learning resources and information technology in applying training management and resolving problems related to training management both theoretically and practically and being able to adapt to the situations faced.
	PO - 2	Master theoretical concepts about education and training management in depth and be able to formulate procedural problem solving.
	PO - 3	Able to make the right decisions based on information and data analysis and able to provide guidance in selecting various alternative solutions independently and in groups related to training management.
	PO - 4	Responsible for self-learning performance, agreement with group colleagues in understanding concepts and able to apply training management concepts through training simulations.
	PLO-PO Matrix	

P.O	PLO-2	PLO-11	PLO-12
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 concept of human resource development, educational training, objectives and nature of training, requirements and types of training, training models, planning, implementation, evaluation of training, proposals and implementation of training in educational institutions. Lectures are carried out using a system of presentations and discussions, project assignments, field observations, practice and collective reflection.

References	**Main :**	

1. Mangkunegara. A.P. 2003. Perencanaan dan Pengembangan Sumber Daya manusia.bandung: Reika Aditama
2. Nadler.L. 1982Designing Traininf Program. The Critical Event Model.London: Addison-Wesley Publishing Company
3. Notoatmodjo. S. 2009. Pengembangan Sumber Daya Manusia. Jakarta: Rineka Cipta
4. Roesminingsih.E. 2009. Pedoman Model dan Paket Pelatihan Peningkatan Mutu Guru dalam Prespektif manajemen Strategik
5. Satmoko, Irmim.Soedjitno.2004. Mendesain strategi Pelatihan Karyawan. Jakrta: Seyma Media
6. Soeprihanto.J.2001. penilaian kinerja dan pengembangan karyawan. Yogyakarta: BPFE.

Supporters:	

1. Daryanto & Bintoro. 2014. Manajemen Diklat. Yogyakarta: Gaya Media
2. Ginting, A. 2011. Esensi Praktis Manajemen Pendidikan dan pelatihan. Bandung. Humaniora
3. Sukardi. 2016. Buku Manajemen Pendidikan dan kepelatihan Diklat Vokasi dan Kejuruan. Yogyakarta: UNY Press
4. Yusuf, A.E & Purta, K. S. 2019. Manajemen Stratejik dalam pengembangan Diklat. Tanggerang. Universitas terbuka

Supporting lecturer	Dr. Erny Roesminingsih, M.Si. Dr. Ima Widiyanah, M.Pd. Dr. Kaniati Amalia, M.Pd. Aditya Chandra Setiawan, 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	Through RPS, students are able to understand the study contract and scope of courses for one semester and are able to understand the concept of HR development and training	1. Students are able to understand RPS and lecture contracts; 2. Students are able to understand the scope of lectures for 1 semester 3. Students are able to understand the concept of HR development and training	**Criteria:** 1. Participation in learning activities, discussions, questions and answers, has a weight of 75% 2. Accuracy in answering questions and refuting questions weighing 25% **Form of Assessment** : Participatory Activities	Direct instruction Discussion and Brainstorming 2 X 50	Direct instruction Discussion and Brainstorming 2 X 50	**Material:** Lecture contracts and understanding of training and human resource development. **Library:** *Daryanto & Bintoro. 2014. Training Management. Yogyakarta: Media Style* **Material:** Lecture contract and a glance at the meaning of HR training and development. **Reader:** *Daryanto & Bintoro. 2014. Training Management. Yogyakarta: Media Style*	5%
2	Students are able to understand the concept of training, urgency and its relationship to human resource development in the institution	Students are able to understand the micro concept of HR development linked to training management	**Criteria:** 1. Participation in learning activities, discussions, questions and answers, has a weight of 75% 2. Accuracy in answering questions and refuting questions weighing 25% **Form of Assessment** : Participatory Activities	Direct instruction, Discussion and Brainstorming 2 X 50	Direct instruction, Discussion and Brainstorming 2 X 50	**Material:** 1. Concept of HR development and training Library : *Mangkunegara. AP 2003. Human Resources Planning and Development. Bandung: Reika Aditama* **Material:** 2. HR development, human needs and training 3. Factors influencing HR development **Library:** *Notoatmodjo. S. 2009. Human Resources Development. Jakarta: Rineka Cipta*	5%

3	Know and understand training models	Students are able to understand how the Designing Training Program works	**Criteria:** Assessment criteria are attached **Form of Assessment** : Participatory Activities	Direct instruction Discussion and Brainstorming 2 X 50	Direct instruction Discussion and Brainstorming 2 X 50	**Material:** Concept of organizational situation analysis, internal analysis of the organization (resources and capabilities/potential), Critical Event Model analysis **Library:** *Nadler.L. 1982 Designing Training Program. The Critical Event Model. London: Addison-Wesley Publishing Company* **Material:** Training Models **Library:** *Roesminingsih.E. 2009. Model Guidelines and Training Packages for Improving Teacher Quality from a Strategic Management Perspective*	5%
4	Students understand the legal basis, training procedures, qualifications of resource persons, specifications of training facilities and infrastructure	Students understand the legal basis, training procedures, qualifications of resource persons, specifications of training facilities and infrastructure	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions **Form of Assessment** : Participatory Activities	Direct instruction, Discussion and Brainstorming 2 X 50	Direct instruction, Discussion and Brainstorming 2 X 50	**Material:** Design of a teacher quality improvement model from a strategic management perspective. **Reference:** *Roesminingsih.E. 2009. Model Guidelines and Training Packages for Improving Teacher Quality from a Strategic Management Perspective*	5%
5	Understanding Need Assessment in training activities	Students are able to understand training needs analysis and training design (syllabus, materials and session plans)	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through questions and answers and group discussions **Form of Assessment** : Practice / Performance	Direct instruction, Discussion and Brainstorming 2 X 50	Direct instruction, Discussion and Brainstorming 2 X 50	**Material:** Need Assessment in training activities **Library:** *Satmoko, Irmim.Soedjitno.2004. Designing Employee Training strategies. Jakarta: Seyma Media* **Material:** Need Assessment in **Library Education and Training Activities:** *Satmoko, Irmim.Soedjitno.2004. Designing Employee Training strategies. Jakarta: Seyma Media*	5%
6	Understand and create a Training Needs Analysis		**Criteria:** Assessment criteria are attached **Form of Assessment** : Practice / Performance	direct instruction, discussion, brainstorming 2 X 50	direct instruction, discussion, brainstorming 2 X 50	**Material:** organizational structure, work flow, training organizers along with job descriptions, evaluation instruments for training implementation, systematic reports and follow-up on training implementation **Library:** *Nadler.L. 1982 Designing Training Program. The Critical Event Model. London: Addison-Wesley Publishing Company*	5%

7	Able to understand and make a Training Needs Analysis	Able to understand training management practices at training organizing institutions (example: LPSP, BPSDM, and other training institutions)	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Practice / Performance	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** Objectives, strategies Training methods **References:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Training Development. Tangerang. Open University*	5%
8	Midterm exam	Students are able to answer UTS questions at least 70%	**Criteria:** Assessment criteria are attached **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** material from meetings 1-7 **Reader:** *Roesminingsih.E. 2009. Model Guidelines and Training Packages for Improving Teacher Quality from a Strategic Management Perspective*	15%
9	Understand training planning from an administrative perspective		**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Practice / Performance	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** Training Planning **Library:** *Roesminingsih.E. 2009. Model Guidelines and Training Packages for Improving Teacher Quality from a Strategic Management Perspective*	5%
10	Students are able to identify and describe the organizational structure, work flow of training organizers along with job descriptions	Students identify and describe the organizational structure, work flow of training organizers along with job descriptions	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Practice / Performance	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** Implementation of Library Training : *Daryanto & Bintoro. 2014. Training Management. Yogyakarta: Media Style* **Material:** Education and Training Planning II **Library:** *Daryanto & Bintoro. 2014. Training Management. Yogyakarta: Media Style*	5%
11	Students are able to develop an organizational structure, work flow for training organizers and job descriptions		**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Practice / Performance	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** What, how to choose, develop evaluations and obtain information to make decisions **References:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Education and Training development. Tangerang. Open University* **Material:** Training Evaluation II **References:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Training and Training Development. Tangerang. Open University*	5%

12	Understand and make training plans. Preparation for training from an educational perspective	Students are able to determine the training method. Students are able to develop a training curriculum. Students are able to analyze the needs of training teaching staff	**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** how to implement, carry out, organize a training program that is in accordance with training planning and prepare reports on training implementation. **Library:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Training Development. Tangerang. Open University* <hr> **Material:** Systematic preparation of reports and follow-up on the implementation of training **Library:** *Mangkunegara. AP 2003. Human Resources Planning and Development. Bandung: Reika Aditama*	5%
13	Students are able to design, manage, coordinate and evaluate the implementation of training and prepare training implementation reports		**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** how to implement, carry out, organize a training program that is in accordance with training planning and prepare reports on training implementation. **Library:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Training Development. Tangerang. Open University* <hr> **Material:** Designing, managing, coordinating and evaluating the implementation of training and preparation of training implementation reports **Library:**	5%
14	Students are able to design, manage, coordinate and evaluate the implementation of training and prepare training implementation reports		**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** how to implement, carry out, organize a training program that is in accordance with training planning and prepare reports on training implementation. **Library:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Training Development. Tangerang. Open University* <hr> **Material:** Designing, managing, coordinating and evaluating the implementation of training and preparation of training implementation reports **Library:**	5%

No	Sub-PO	Indicator	Assessment Criteria & Form	TM	PT/BM	Learning Materials & References	Weight
15	Students are able to design, manage, coordinate and evaluate the implementation of training and prepare training implementation reports		**Criteria:** Assessment is carried out during the lecture process by identifying student participation through group discussion questions and answers, as well as assignments. **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	Project Based Learning 2 X 50	**Material:** how to implement, carry out, organize a training program that is in accordance with training planning and prepare reports on training implementation. **Library:** *Yusuf, AE & Purta, KS 2019. Strategic Management in Training Development. Tangerang. Open University* **Material:** Designing, managing, coordinating and evaluating the implementation of training and preparation of training implementation reports **Library:**	5%
16	UAS	Able to complete UAS	**Criteria:** Instrument attached **Form of Assessment** : Project Results Assessment / Product Assessment	UAS 2 X 50	UAS 2 X 50	**Material:** implementation of training in accordance with TNA results in the field **Reference:** *Satmoko, Irmim.Soedjitno.2004. Designing Employee Training strategies. Jakarta: Seyma Media*	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** 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.