	Universitas Negeri Surabaya Faculty of Education, Educational Technology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Project and Training System Management	8620304042		**T=4**	**P=0**	**ECTS=6.36**	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Utari Dewi, S.Sn., M.Pd.

Learning model	**Project Based Learning**

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	This course examines training activity management systems based on learning models, learning model design, program assessment and evaluation through collaborative learning

References	**Main :**

1. Mustaji, 2017. Pengelolaan Pelatihan: Upaya Peningkatan Kinerja dalam Bidang Bisnis dan Pendidikan Surabaya: University Press
2. Branch, Robert Maribe.2009. Instructional Design: The ADDIE Approach . Springer; New York
3. Blanchard, P. Nick. 2007. Effective Training: Systems, Strategies, and Practices . Third edition. New Jersey : Pearson Education, Inc

	Supporters:

Supporting lecturer	Dr. H. Lamijan Hadi Susarno, M.Pd. Prof. Dr. Mustaji, M.Pd. Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.

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	Students are able to describe the history of the training	Able to explain training history	**Criteria:** pap	Inquiry 4 X 50			0%
2	Students are able to describe training in business organizations	1. Able to explain the concept of training 2. Able to explain the concept of development 3. Able to explain the concept of education 4. Able to describe the role of training in improving performance 5. Able to clarify the factors that influence performance	**Criteria:** pap	Discovery learning 4 X 50			0%
3	Students are able to link the relationship between vision, mission and organizational values	Students are able to clarify the relationship between the vision, mission and values of the organization	**Criteria:** pap	Cooperative Learning 4 X 50			0%
4	Students are able to analyze the environment in business	Able to analyze the environment in business	**Criteria:** pap	Case study 4 X 50			0%
5	Students are able to identify the organizational structure	Students are able to identify types of organizational structures	**Criteria:** pap	Project based learning 4 X 50			0%
6	Students are able to organize training using the ADDIE model	Students are able to formulate the analysis stage Students are able to formulate the design stage Students are able to formulate the development stage Students are able to formulate the implementation stage Students are able to formulate the evaluation stage	**Criteria:** pap	Project based learning 4 X 50			0%
7	Students are able to describe the job and key result areas	Students are able to describe the work Students are able to describe key result areas	**Criteria:** pap	cooperative learning 4 X 50			0%
8	uts	uts	**Criteria:** uts	uts 4 X 50			0%
9	Students are able to organize classical training	Students are able to design classical training and are able to determine the appropriate method for classical training	**Criteria:** pap	Project based learning 4 X 50			0%
10	Students are able to arrange Individual Training	Able to organize training individually	**Criteria:** pap	Project based learning 4 X 50			0%

No							
11	Students are able to organize distance training	Students are able to clarify channels in distance learning. Students are able to describe the integration of technology in distance learning	**Criteria:** pap	Project based learning 4 X 50			0%
12	Students are able to audit the quality of training programs	Able to conduct quality audits of training programs	**Criteria:** pap	Project based learning 4 X 50			0%
13	Students are able to identify upcoming training	Able to identify technological developments in relation to future training. Able to determine appropriate training methods	**Criteria:** pap	Project based learning 4 X 50			0%
14	Students are able to prepare measuring instruments for training	Students are able to identify various types of measuring instruments in training. Students make plans for training measuring instruments	**Criteria:** pap	Project based learning 4 X 50			0%
15	Students are able to plan training programs	Students are able to carry out needs analysis in determining training. Able to prepare training programs	**Criteria:** pap	Project based learning 4 X 50			0%
16	Students are able to review and revise the training program	Students are able to review training programs Students are able to revise training programs	**Criteria:** pap	Project based learning 4 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.