



**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
TRAINING MANAGEMENT	8620304216		T=4	P=0	ECTS=6.36	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Fajar Arianto, M.Pd		Prof. Dr. Mustaji, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course		
	Program Objectives (PO)		
	PO - 1	Able to design and manage training in educational and non-educational institutions as a form of performance improvement	
	PLO-PO Matrix		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> </table>	P.O
P.O			
PO-1			

PO Matrix at the end of each learning stage (Sub-PO)																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

Short Course Description	This course discusses training activity management systems based on learning models, learning model design, program assessment and evaluation through project and collaborative learning.
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References	Main :	<ol style="list-style-type: none"> Fauzi, I. K. A. 2011. Mengelola Pelatihan Partisipatif. Bandung: Penerbit Alfabeta Mustaji, dkk. 2020. Handout Pengelolaan Pelatihan . Surabaya: Teknologi Pendidikan FIP Unesa Rivai, V. 2013. Manajemen Sumber Daya Manusia untuk Perusahaan, Cetakan kelima. PT. Raja Grafindo Persada: Jakarta. Branch, Robert Maribe.2009. Instructional Design: The ADDIE Approach. Springer; New York Blanchard, P. Nick. 2007. Effective Training: Systems, Strategies, and Practices. Third edition. New Jersey : Pearson Education, Inc. Losey, Mike. 2005. Future of Human Resource Management. New Jersey : John Wiley and Sons, Inc. Mustaji. 2010. Pengelolaan Pelatihan: Upaya Peningkatan Kinerja dal Bidang Bisnis dan Pendidikan. Surabaya : Unesa University Press
	Supporters:	<ol style="list-style-type: none"> Widodo, S. E. 2015. Manajemen Pengembangan Sumber Daya Manusia. Yogyakarta: Pusaka Pelajar Sutrisno, E. 2011. Manajemen Sumber Daya Manusia. Jakarta: Kencana Mathis, Robert. L. 2006. Manajemen Sumber Daya Manusia (Human Resource Management). Ed. 10. Jakarta : Salemba Empat.
	Supporting lecturer	Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D. Citra Fitri Kholidya, S.Pd., M.Pd.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)
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	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	
(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: depth of study Form of Assessment : Test	Inquiry 4 X 50		Material: training history Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i> Material: training history Bibliography: <i>Mathis, Robert. L. 2006. Human Resource Management. Ed. 10. Jakarta: Salemba Empat.</i>	2%
2	Students are able to describe training in business organizations	1.Able to explain training concepts 2.Able to explain development concepts 3.Able to explain educational concepts 4.Be able to describe the role of training in improving performance 5.Able to clarify factors that influence performance	Criteria: depth of study Form of Assessment : Test	discovery learning 4 X 50		Material: training in business organizations Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i>	3%
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: depth and appropriateness of the study Form of Assessment : Test	cooperative 4 X 50		Material: vision and mission References: <i>Mathis, Robert. L. 2006. Human Resource Management. Ed. 10. Jakarta: Salemba Empat.</i> Material: vision and mission Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i>	3%

4	Students are able to analyze the environment in business	Able to analyze the environment in business	<p>Criteria:</p> <ol style="list-style-type: none"> 1.depth and suitability of the study 2.Participation in discussion activities <p>Form of Assessment : Test</p>	Discussion Questions and answers 4 X 50		<p>Material: business environment Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i></p> <p>Material: business environment References: <i>Mathis, Robert. L. 2006. Human Resource Management. Ed. 10. Jakarta: Salemba Empat.</i></p>	2%
5	Students are able to identify the organizational structure	Students are able to identify types of organizational structures	<p>Criteria: suitability of business organization structure studies</p> <p>Form of Assessment : Test</p>	Discussion Questions and answers 4 X 50		<p>Material: business organizations Reference: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i></p>	5%
6	Students are able to organize training using the ADDIE model	<ol style="list-style-type: none"> 1.Students are able to formulate the analysis stages 2.Students are able to formulate the design stages 3.Students are able to formulate development stages 4.Students are able to formulate implementation stages 5.Students are able to formulate evaluation stages 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.suitability of the design to the learning design stages 2.accuracy in needs analysis 3.accuracy in determining learning strategies 4.accuracy in determining evaluations <p>Form of Assessment : Test</p>	Discussion Questions and answers on the 4 X 50 Assignment		<p>Material: ADDIE model training design Reference: <i>Branch, Robert Maribe.2009. Instructional Design: The ADDIE Approach. Springer; New York</i></p>	5%
7	<ol style="list-style-type: none"> 1.Students are able to describe the job and key result areas 2.Identify types of work 	<ol style="list-style-type: none"> 1.Students are able to describe the job 2.Students are able to describe the key result area 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.conformity with job indicators 2.depth of study <p>Form of Assessment : Test</p>	inquiry 4 X 50		<p>Material: job description Bibliography: <i>Mathis, Robert. L. 2006. Human Resource Management. Ed. 10. Jakarta: Salemba Empat.</i></p>	5%

8	Midterm exam	Able to describe work and key result areas	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B- = 70 - 74 (3.5 - 3.59) B = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50		<p>Material: work and key result areas Reference: <i>Branch, Robert Maribe.2009. Instructional Design: The ADDIE Approach. Springer; New York</i></p>	2%
9	Students are able to organize classical training	<ol style="list-style-type: none"> 1.Students are able to design classical training 2.able to determine the right method in classical training 	<p>Criteria: 1.suitability of training design 2.accuracy of material selection using classical methods</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50		<p>Material: classical training Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i></p>	5%
10	Students are able to arrange Individual Training	Able to organize training individually	<p>Criteria: Students are able to design individual training</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 4 X 50		<p>Material: Individual training Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i></p>	5%
11	Students are able to organize distance training	<ol style="list-style-type: none"> 1.Students are able to clarify channels in distance learning 2.Students are able to describe the integration of technology in distance learning 	<p>Criteria: suitability of distance training design</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion Questions and answers Project Based Learning 4 X 50		<p>Material: distance training Reader: <i>Mustaji. 2010. Training Management: Efforts to Improve Performance in the Fields of Business and Education. Surabaya: Unesa University Press</i></p>	8%
12	Students are able to audit the quality of training programs	Able to conduct quality audits of training programs	<p>Criteria: suitability of training program audit design</p> <p>Form of Assessment : Test</p>	Project based learning 4 X 50		<p>Material: training program audit Bibliography: <i>Mathis, Robert. L. 2006. Human Resource Management. Ed. 10. Jakarta: Salemba Empat.</i></p>	10%

13	Students are able to identify upcoming training	<ol style="list-style-type: none"> 1.Able to identify technological developments in relation to upcoming training 2.Able to determine the right training method 	<p>Criteria: depth of study</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	Discussion Questions and answers on the 4 X 50 Assignment		<p>Material: upcoming training Reference: <i>Mathis, Robert. L. 2006. Human Resource Management. Ed. 10. Jakarta: Salemba Empat.</i></p>	5%
14	Students are able to prepare measuring instruments for training	<ol style="list-style-type: none"> 1.Students are able to carry out needs analysis in determining training 2.Able to organize training programs 3.Able to carry out training that has been designed 4.able to evaluate the implementation of training programs 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.suitability of the training program design with the training design 2.implementation of training 3.ability to work together <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50		<p>Material: training design Reference: <i>Branch, Robert Maribe.2009. Instructional Design: The ADDIE Approach. Springer; New York</i></p> <p>Material: training design References: <i>Blanchard, P. Nick. 2007. Effective Training: Systems, Strategies, and Practices. Third edition. New Jersey : Pearson Education, Inc.</i></p>	20%
15	Students are able to prepare measuring instruments for training	<ol style="list-style-type: none"> 1.Students are able to carry out needs analysis in determining training 2.Able to organize training programs 3.Able to carry out training that has been designed 4.able to evaluate the implementation of training programs 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.suitability of the training program design with the training design 2.implementation of training 3.ability to work together <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50		<p>Material: training design Reference: <i>Branch, Robert Maribe.2009. Instructional Design: The ADDIE Approach. Springer; New York</i></p> <p>Material: training design References: <i>Blanchard, P. Nick. 2007. Effective Training: Systems, Strategies, and Practices. Third edition. New Jersey : Pearson Education, Inc.</i></p>	18%
16	Final exams	Able to develop measuring tools for training	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 4 X 50		<p>Material: able to develop measuring tools for training Reference: <i>Sutrisno, E. 2011. Human Resource Management. Jakarta: Kencana</i></p>	2%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	62.5%
2.	Test	37.5%
		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.