SEMESTER LEARNING PLAN

Courses	CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Current Issues and Policies in Education	8820302300	Compulsory Study Program Subjects		T=2	P=0	ECTS=3.18	3	August 21, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Ahmad Munir, Ph.D	Ahmad Munir, Ph.D	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-7	Apply critical thinking and analytical skills to solve English learning problems
	PLO-12	Plan, implement and evaluate English language learning effectively and creatively.
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.
	Program Objectives (PO)	
	PO - 1	To show responsibility and strong commitment in developing understanding on issues and policies in education
	PO - 2	To show critical, innovative, systematic thought, and evaluation in coping with issues and policies in education
	PO - 3	To demonstrate awareness of issues and policies and their implications in education
	PO - 4	To make use of technology to collect information on issues and policies in education
	PLO-PO Matrix	

P.O	PLO-7	PLO-12	PLO-16
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 is designed to explore current issues and policies in education, especially in Indonesia. Information technology, multicultural, socio-cultural, environment, health and their relationship to education are examples of issues to raise. In the meantime, policies in education and their implications will also be discussed in this course. The course is delivered through lectures, presentations, discussions and problem-based approaches. This course uses Problem-Based Learning/Case Method.

References	**Main :**	

1. Presiden Republik Indonesia. 2021. Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan.
2. Mendikbud RI. 2020. Kepmendikbud Nomor 719/P/2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus.
3. Azis, Munawir. 2016. Inspirasi Pendidik di Perbatasan menghadirkan teknologi Informasi, berjuang melampaui Keterbatasan. Jakarta: Pustekkom Kemdikbud
4. Presiden Republik Indonesia. 2012. Peraturan Presiden RI Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI)
5. MenPPA. 2017. Permen PPPA no 4 Tahun 2017 tentang Perlindungan Khusus bagi anak penyandang disabilitas
6. Menag. 2020. Permen PMA no 30 Tahun 2020 Tentang Pendirian dan Penyelenggaraan Pesantren
7. UU Tahun 2005 No 14 tentang Guru dan Dosen
8. Peraturan Pemerintah no 48 Tahun 2008 tentang pendanaan pendidikan
9. Peraturan Pemerintah no 19 tahun 2017 Tentang Guru
10. Permendiknas no 24 2007 tentang fasilitas Pendidikan
11. KEPUTUSAN KEPALA BADAN STANDAR, KURIKULUM, DAN ASESMEN PENDIDIKAN KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI NOMOR 008/H/KR/2022 TENTANG CAPAIAN PEMBELAJARAN PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH PADA KURIKULUM MERDEKA
12. Troudi, S. (Ed.). 2020. Critical issues in teaching english and language education: International research perspectives. Springer Nature.
13. Crandall, J.J. & Bailey, K.M. eds., 2018. Global perspectives on language education policies. New York: Routledge.
14. STANDAR PROSES_PERMENDIKBUDRISTEK No 16_2022

Supporters:	

1. Savitri, W., & Munir, A. (2022). The use of Xreading books & audios for extensive reading program. In Innovation on Education and Social Sciences (pp. 42-48). Routledge. https://www.taylorfrancis.com/chapters/oa-edit/10.1201/9781003255061-6/use-xreading-books-audios-extensive-reading-program-savitri-munir
2. Rojabi, A. R., Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., . . . Amumpuni, R. S. (2022). Kahoot, is it fun or unfun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation [Original Research]. Frontiers in Education, 7, 1-11. https://doi.org/10.3389/feduc.2022.939884
3. Munir, A. (2022, 18 May 2023). English Teachers' Personal Practical Theory During Pandemic.Advances in Social Science, Education and Humanities Research Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022), Malang, Indonesia.

Supporting lecturer	Wiwiet Eva Savitri, S.Pd., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D. Rahayu Kuswardani, S.Pd., M.AppL. Abdur Rosyid, S.Pd., M.TESOL.

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	1.To explain reasons and legal basis of current education issues and policies 2.To describe current education issues and policies	By the end of this session, students will be able to describe current education issues and policies	**Criteria:** 1.Giving definition of issues and accurate policies score 50 2.Giving examples of issues and accurate policies score 50 **Form of Assessment** : Participatory Activities, Practice/Performance	Reading Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards and Troudi, S. (Ed.). 2020. Critical issues in teaching English and language education: International research perspectives. Springer Nature. 2 X 50		**Material:** 8 National Education Standards **Library:** *President of the Republic of Indonesia. 2021. Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards.* <hr> **Material:** Examples of issues in the table of contents **Bibliography:** *Troudi, S. (Ed.). 2020. Critical issues in teaching English and language education: International research perspectives. Springer Nature.* <hr> **Material:** Examples of policies in the book's table of contents **. Reference:** *Crandall, JJ & Bailey, KM eds., 2018. Global perspectives on language education policies. New York: Routledge.*	2%
2	To describe education system in Indonesia run by two ministries	By the end of this session, students will be able to describe the education system in Indonesia	**Criteria:** Giving description of education system in Indonesia accurately will get 100 **Form of Assessment** : Participatory Activities	Reading Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards 2 X 50		**Material:** Types of education in Indonesia **Reference:** *President of the Republic of Indonesia. 2021. Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards.*	3%
3	To explain graduation standards in Indonesia	By the end of this session, students will be able to explain graduation standards among different categories of students	**Criteria:** Listing graduation standard for formal. non-formal, informal, normal and special education score 100 **Form of Assessment** : Participatory Activities	Reading Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards 2 X 50		**Material:** Graduate competency standards **Reader:** *President of the Republic of Indonesia. 2021. Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards.*	2%
4	To explain graduation standards in Indonesia for Students with special needs	To explain graduation standards in Indonesia for Students' with special needs	**Criteria:** Describing graduation standards for students with special education accurately get 100 points **Form of Assessment** : Participatory Activities	Reading the government regulations and listing graduation standard for students with special needs 2 X 50		**Material:** SKL for SLB **Library:** *Minister of Education and Culture of the Republic of Indonesia. 2020. Minister of Education and Culture Decree Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions.*	3%
5	To explain the position of Islamic boarding schools in the Indonesian education system and the government support for students with disabilities	to explain the position of Islamic boarding schools in the Indonesian education system and the government support for students with disabilities	**Criteria:** Explaining the position of Islamic boarding school and government support for disabled students will accurately get 100 **Form of Assessment** : Participatory Activities	Reading, listing graduation standard, discussion 2 X 50		**Material:** Types of Islamic boarding schools and recognition of their graduates **Reader:** *Minister of Religion. 2020. PMA Ministerial Regulation no. 30 of 2020 concerning the Establishment and Implementation of Islamic Boarding Schools* <hr> **Material:** Forms of government support for children with disabilities **Reference:** *MenPPA. 2017. PPPA Ministerial Regulation no. 4 of 2017 concerning Special Protection for children with disabilities*	5%

No			Criteria / Form of Assessment			Material / References	%
6	To describe standard content	By the end of this session, students will be able to describe standard content for English subjects in Indonesia	**Criteria:** Giving description of content standards for English for PS, JHS, SHS accurately will get 100 points **Form of Assessment :** Participatory Activities	Reading legal document of Indonesian National Education Standards and Decree to BSKAP about Merdeka Curriculum 2 X 50		**Material:** Standard Definition of **Bibliography Content:** *President of the Republic of Indonesia. 2021. Republic of Indonesia Government Regulation Number 57 of 2021 concerning National Education Standards.* **Material:** Description of elementary, middle school, high school graduates, PT **Pustaka:** *President of the Republic of Indonesia. 2012. Republic of Indonesia Presidential Regulation Number 8 of 2012 concerning the Indonesian National Qualifications Framework (KKNI)* **Material:** General and Advanced AF Phase Descriptions **References:** *DECISION OF THE HEAD OF THE STANDARDS, CURRICULUM AND EDUCATIONAL ASSESSMENT AGENCY OF THE MINISTRY OF EDUCATION, CULTURE, RESEARCH AND TECHNOLOGY NUMBER 008/H/KR/2022 CONCERNING LEARNING OUTCOMES IN EARLY CHILDHOOD EDUCATION, BASIC EDUCATION LEVEL, AND SECONDARY EDUCATION LEVELS IN THE INDEPENDENT CURRICULUM*	5%
7	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	**Criteria:** Producing a list of issues at least 4 will get 100 points **Form of Assessment :** Project Results Assessment / Product Assessment	Brainstorming in small groups Orientation to the problem Organizing the learning (of problem) 2 X 50		**Material:** Examples of Issues **References:** *Troudi, S. (Ed.). 2020. Critical issues in teaching English and language education: International research perspectives. Springer Nature.*	5%
8	To brainstorm issues that might be possible about the topics discussed in Meetings 1-6	To answer the essay writing task on issues discussed in meetings 1-6	**Criteria:** 1. Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2. Contents (50%): The issues raised refer to one of the 6 listed above, explicitly stated, supported by evidence (in any form), offering solution to the issues 3. Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors **Form of Assessment :** Test	Essay writing test 2 X 50		**Material:** Example of an essay about issues **References:** *Troudi, S. (Ed.). 2020. Critical issues in teaching English and language education: International research perspectives. Springer Nature.*	20%
9	to explain policies related to learning processes	By the end of this session, students will be able to explain policies related to learning processes	**Criteria:** Listing process standard in full will get 100 points **Form of Assessment :** Participatory Activities	Reading legal documents and discussions Individual and group investigation 2 X 50		**Material:** Process standards for all levels of education **Reference:** *PROCESS STANDARD_PERMENDIKBUDRISTEK No 16_2022*	2%
10	to explain learning facilities standards	By the end of this session, students will be able to explain learning facilities standards	**Criteria:** Listing distinctive facilities standard for different levels of education will accurately get 100 points **Form of Assessment :** Participatory Activities	Reading, discussion Development and presentation of the results of problem solving 2 X 50		**Material:** Mandatory facilities for differentiating levels of education **Reference:** *Minister of National Education Regulation no. 24 2007 concerning educational facilities*	3%

11	to explain issues of ICT in education	By the end of this session, students will be able to explain CT in education	**Criteria:** Explaining ICT requirements in different levels of education accurately will get 100 points **Form of Assessment** : Project Results Assessment / Product Assessment	Development and presentation of the results of problem solving 2 X 50		**Material:** Examples of ICT problems in underdeveloped areas **Reference:** *Azis, Munawir. 2016. Inspiration for Educators at the Border presenting Information technology, striving to go beyond Limitations. Jakarta: Pustekkom Kemdikbud* **Material:** Examples of using ICT/Kahoot **Literature:** *Rojabi, AR, Setiawan, S., Munir, A., Purwati, O., Safriyani, R., Hayuningtyas, N., . . . Amumpuni, RS (2022). Kahoot, is it fun or not fun? Gamifying vocabulary learning to boost exam scores, engagement, and motivation [Original Research]. Frontiers in Education, 7, 1-11. https://doi.org/...* **Material:** Examples of problems with the use of ICT that are not optimal. **Reference:** *Savitri, W., & Munir, A. (2022). The use of Xreading books & audios for extensive reading programs. In Innovation on Education and Social Sciences (pp. 42-48). Routledge. https://www.taylorfrancis.com/...* **Material:** Examples of teachers who have the potential to overcome ICT problems **Reference:** *Munir, A. (2022, 18 May 2023). English Teachers' Personal Practical Theory During Pandemic.Advances in Social Science, Education and Humanities Research Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022), Malang, Indonesia.*	2%
12	to describe teachers' qualification standard	By the end of this session, students will be able to describe teachers qualification standard	**Criteria:** Giving English teachers' qualification standard accurately will get 100 points **Form of Assessment** : Participatory Activities	Reading legal documents Development and presentation of the results of problem solving 2 X 50		**Material:** 4 Teacher Competency Standards **Library:** *Law of 2005 No. 14 concerning Teachers and Lecturers* **Material:** 5th standard of teacher competency **Reference:** *Government Regulation no. 19 of 2017 concerning Teachers*	3%
13	To describe teachers' professional development	By the end of this session, students will be able to describe teachers' professional development	**Criteria:** Listing at least 4 examples of professional development activities will get 100 points **Form of Assessment** : Participatory Activities	Development and presentation of the results of problem solving 2 X 50		**Material:** professional development standards **Reference:** *Government Regulation no. 19 of 2017 concerning Teachers*	5%
14	to describe education management and financial standards	By the end of this session, students will be able to describe educational management and financial standards	**Criteria:** Giving a description of education management and financial standards accurately will get 100 points **Form of Assessment** : Participatory Activities	Lecture, discussion, assignment Development and presentation of the results of problem solving 2 X 50		**Material:** Who funds schools **Reference:** *Government Regulation no. 48 of 2008 concerning education funding*	5%
15	to summarize issues and policies in Indonesian education	• To argue for an issue that really exists and is worthy of consideration, demanding public attention as well as a solution.	**Criteria:** 1.Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references 2.Contents (50%): The issues raised refer to one of the 6 listed above, explicitly stated, supported by evidence (in any form), offering solution to the issues 3.Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors **Form of Assessment** : Practice / Performance	Development and presentation of the results of problem solving Analysis and evaluation of problem solving process 2 X 50		**Material:** example of an essay on issues and policies **References:** *Crandall, JJ & Bailey, KM eds., 2018. Global perspectives on language education policies. New York: Routledge.*	5%

| 16 | to argue for an issue or some issues worth considering about one or some of the following topics in our meeting 9-15 | Your essay should convince the readers that the issue(s) you raise in the essay really exists as supported by anecdotal, empirical evidence as well as academic justification. You also need to suggest solutions to the issue(s) when applicable. Please write in about 1,500 words. | **Criteria:**
1. Task completion (30%): should be in essay format, within expected length, following academic writing criteria including citations and references
2. Contents (50%): The issues raised refer to one or some of the 6 listed above, explicitly stated, supported by evidence (in any form), offering solutions to the issues when possible.
3. Language (20%): use of concise language which can accurately assist the delivery of issues with error free grammar and typological errors

Form of Assessment : Test | Written test | | **Material:** examples of issues
References: *Troudi, S. (Ed.). 2020. Critical issues in teaching English and language education: International research perspectives. Springer Nature.*

Material: examples of policies
References: *Crandall, JJ & Bailey, KM eds., 2018. Global perspectives on language education policies. New York: Routledge.* | 30% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	37%
2.	Project Results Assessment / Product Assessment	7%
3.	Practice / Performance	6%
4.	Test	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** 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.