



**Universitas Negeri Surabaya
Faculty of Engineering,
Bachelor of Information Systems Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
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Change management	5720102023		T=2 P=0 ECTS=3.18	4	July 18, 2024
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AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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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 the basic concepts of change management, regarding understanding, objectives, causal factors, principles, and change management methods or techniques which will later be implemented in the education sector. Through this course, it will be possible to identify the urgency of change management in educational institutions which will be very useful for education managers because change management is related to the growth of institutions in a better direction.
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References	Main :
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1. Davidson, J. 2005. *Change Management : The Complete Ideal 19s Duides*. Jakarta: Prenada.
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- Winardi. 2005. *Manajemen Perubahan*. Jakarta: Pranada Media.

Supporters:

Supporting lecturer

Aries Dwi Indriyanti, S.Kom., M.Kom.
Ardhini Warih Utami, S.Kom., M.Kom.
Rindu Puspita Wibawa, S.Kom., M.Kom.

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	Present lecture materials and lecture contracts for one semester	Present lecture materials and lecture contracts for one semester	Criteria: -	lecture 2 X 50			0%
2	Students understand the basic concepts of change management	Students describe the basic concepts of change management	Criteria: critical and in-depth explanation of the meaning of change management, driving factors, types of change	lectures and discussions 2 X 50			0%
3	Students understand change approaches	students can describe approaches to change	Criteria: in-depth explanation	student presentations, lectures, and questions and answers 2 X 50			0%
4	Students understand various types of change management strategies	Students can explain various types of change management strategies	Criteria: critical and in-depth explanation	student presentation, discussion and question and answer 2 X 50			0%
5	Students understand the concept of change processes and change agents	Students explain the concept of change processes and change agents	Criteria: critical and in-depth explanation	student presentation, discussion, question and answer 2 X 50			0%
6	Students understand changes in structural and functional aspects	Students can describe changes in structural and functional aspects	Criteria: critical and in-depth explanation	student presentations, discussions and questions and answers 2 X 50			0%

7	Students understand changes in physical, technological and human aspects	Students can explain changes in physical, technological and human aspects	Criteria: critical and in-depth explanation	student presentations, discussions and questions and answers 2 X 50			0%
8	Students understand changes in organizational culture and the environment	Students explain changes to organizational culture and the environment	Criteria: critical and in-depth explanation	student presentations, discussions and questions and answers 2 X 50			0%
9	UTS	UTS	Criteria: critical and in-depth explanation	UTS 2 X 50			0%
10	Students understand the factors inhibiting change and their resolution as well as change methods	Students explain the factors inhibiting change and their solutions as well as methods of change	Criteria: critical and in-depth explanation	student presentation, discussion and question and answer 4 X 50			0%
11	Students understand the factors inhibiting change and their resolution as well as change methods	Students explain the factors inhibiting change and their solutions as well as methods of change	Criteria: critical and in-depth explanation	student presentation, discussion and question and answer 4 X 50			0%
12	Students understand the positive impact of change on educational institutions and the negative impact of change	Students explain the positive impact of change on educational institutions and the negative impact of change	Criteria: in-depth explanation	student presentation, discussion and question and answer 4 X 50			0%
13	Students understand the positive impact of change on educational institutions and the negative impact of change	Students explain the positive impact of change on educational institutions and the negative impact of change	Criteria: in-depth explanation	student presentation, discussion and question and answer 4 X 50			0%
14	Students prepare action research proposals to carry out planned organizational changes (individually guided)	Students can prepare action research proposals to carry out planned organizational changes (individually guided)	Criteria: critical and in-depth explanation	lectures and discussions 2 X 50			0%
15	Students prepare action research proposals to carry out planned organizational changes (individually guided)	Students can prepare action research proposals to carry out planned organizational changes (individually guided)	Criteria: critical and in-depth explanation	lectures and discussions 2 X 50			0%
16	UAS	UAS	Criteria: critical and in-depth explanation	UAS 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.