SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Training Management		6120102069	Study Program Elective Courses	**T=2**	**P=0**	**ECTS=3.18**	7	May 6, 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 which 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 contains employee training and development; strategic training; assessing needs; learning and learning transfer; program design; training evaluation; traditional training methods; technology-based training methods; employee development and career management; social responsibility: legal issues, managing diversity and career challenges; and the future of training and development; which is oriented towards making wise decisions as an entrepreneur.

References	**Main :**
	1. Noe, Raymond A., 2016, Employee Training & Development, Seventh Edition, McGraw-Hill Education 2. Casio, F. Wayne. 2012. Managing Human Resources . New York: McGraw-Hill International. 3. Robert L. Mathis and John H. Jackson. 2011. Human Resources ManagementTerjemahan . Jakarta: Penerbit Salemba Empat 4. Mangkunegara, Anwar Prabu. 2011. Perencanaan dan Pengembangan Sumber Daya Manusia . Jakarta: PT Refika Aditama.
	Supporters:
	1. Monday, R. Wayne and Robert M. Noe. 2005. Human Resources Management . New York: Allyn and Bacon.

Supporting lecturer	Drs. Ec. Budiono, M.Si. Dwiarko Nugrohoseno, S.Psi., M.M. Prof. Dr. Anang Kistyanto, S.Sos., M.Si. Hujjatullah Fazlurrahman, S.E., MBA. Hafid Kholidi Hadi, S.E., M.SM. Zainur Rahman, S.E., M.Sc.

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	Able to explain employee training and development	1. Explaining Training and Development: Key Components of Learning 2. Explains Designing Effective Training 3. Explain the factors that influence work and learning 4. Explains matters related to training practices	**Form of Assessment** : Participatory Activities	Reading literature, listening to students' explanations. 4 X 50			2%
2	Able to explain strategic training.	2.1. Explain the evolution of training: from an activity to learning 2.2. Explain learning as a strategic focus 2.3. Explain learning as a strategic focus 2.4. Explain the strategic training and development process 2.5. Explain organizational characteristics that influence training 2.6. Explains training needs in different strategies	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 4 X 50			2%
3	Explaining Needs Assessment	3.1. Explain why it is necessary to carry out a needs assessment 3.2. Explain who should play a role in the needs assessment. 3.3. Explain the methods used in needs assessment 3.4. Explain the needs assessment process 3.5. Explain competency models	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 4 X 50			2%
4	Explaining learning and learning transfer	4.1. Explaining the meaning of learning 4.2. Explaining learning theories 4.3. Explaining the theory of learning transfer 4.4. Explaining the learning process 4.5. Explain instructional emphasis on learning outcomes	**Form of Assessment** : Participatory Activities, Practice/Performance	Reading literature, listening to learner explanations, and discussing with colleagues. 4 X 50			15%
5	Explaining program design	5.1. Explain the meaning of program design 5.2. Explain the considerations in developing an effective program	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 4 X 50			2%

6	Review training evaluations	6.1. Examining the reasons for conducting training evaluations 6.2. Review the general overview of the evaluation process 6.3. Examining the results used in evaluating training programs 6.4. Review whether the results of the training are in line with expectations	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 4 X 50			2%
7	Review training evaluations	7.1. Examining evaluation practices 7.2. Review the evaluation design 7.3. Examining the determination of return on investment from training 7.4. Examining the measurement of training activities and human capital	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			2%
8	Midterm exam		**Form of Assessment** : Test	2 X 50			20%
9	Explains traditional training methods	9.1. Explain presentation methods 9.2. Explain Hand-on methods 9.3. Explaining methods for building groups 9.4. Explains the selection of training methods	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			2%
10	Explain technology-based training methods	10.1. Explain the influence of technology on learning and training 10.2. Explain computer-based training, online learning, web-based training, E-learning 10.3. Explain the development of effective online learning 10.4. Explaining Social media, Wikis, Blogs, microblogs, and social networks 10.5 Explaining Blended learning	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			2%
11	Explain technology-based training methods	11.1 Explaining simulations and games 11.2 Explaining mobile technology and learning 11.3. Explain adaptive training 11.4. Explain distance learning 11.5. Explain technology to support training 11.6 Explain learning management systems 11.7. Explains the choice of training methods with new technology	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			2%

12	Examining employee development and career management	12.1. Examining the relationship between development, training and career 12.2. Examining the development planning system 12.3. Examining approaches to employee development	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			2%
13	Examining social responsibility: legal issues, managing diversity, and career challenges	13.1. Examining legal issues and managing a diverse workforce at home and abroad 13.2. Examining Cross-Cultural Adjustment 13.3. Examining career challenges related to a multi-generational workforce	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			15%
14	Examining social responsibility: legal issues, managing diversity, and career challenges	14.1. Examining career paths and dual career paths 14.2. Examining Career recycling 14.3. Examining Coping with career quits 14.4 Examining Coping with job loss 14.5. Examining Meeting the needs of older workers	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			5%
15	Examining the Future of Training and Development	15.1. Review training for sustainability 15.2. Examining the Increased Use of New Technology for Training instruction and delivery 15.3. Examining Breakthroughs in the Neuroscience of Learning 15.4. Examining the increasing emphasis on speed in design, attention to content, and use of multiple delivery methods15.5. Examining the increasing emphasis on capturing and disseminating intellectual capital and social learning16.6. Examining the increasing use of just-in-time learning, performance support and social learning15.7. Examining the Increasing emphasis on performance analysis15.8. Examining the increasing emphasis on learning that focuses on stakeholders, training collaboration, and outsourcing training	**Form of Assessment** : Participatory Activities	Reading literature, listening to learner explanations, and discussing with colleagues. 2 X 50			5%
16			**Form of Assessment** : Test				20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Practice / Performance	7.5%
3.	Test	40%
		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.