



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Bachelor of State Administration Study Program

Document Code

SEMESTER LEARNING PLAN

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|--|--|---|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Education and Development | 6320102074 | | T=2 P=0 ECTS=3.18 | 6 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Eva Hany Fanida, S.AP., M.AP. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | This course provides students with an understanding of the concept and scope of education and development, its characteristics and position in the public administration paradigm, perspectives on education and development, evaluation of educational success, development and practice of education in Indonesia and developing countries. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Listyaningsih. 2014. Administrasi Pembangunan. Yogyakarta: Graha Ilmu 2. Rusdiana, Ahmad, 2015. Kebijakan Pendidikan dari Filosofi ke Implementasi. Bandung:Pustaka Setia 3. Tilaar, H.A.R, dan Riant Nugroho, 2012, Kebijakan Pendidikan : Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan sebagai Kebijakan Publik. Yogyakarta:Pustaka Pelajar 4. Jhingan,M.L, 2012, Ekonomi Pembangunan dan Perencanaan. Jakarta: Rajawali press | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Tjitjik Rahaju, M.Si. Muhammad Farid Ma'ruf, S.Sos., M.AP. Tauran, S.Sos., M.Soc.Sc. Fitrotun Niswah, S.AP., M.AP. Galih Wahyu Pradana, S.A.P., M.Si. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 1 | Students understand the concept of development. | - Able to explain the meaning of education and its correlation with development - Able to explain the scope of education and the scope of development | Criteria: Understanding of education and development concept material | Lectures Questions and Answers 2 X 50 | | | 0% |
| 2 | Students are able to explain the process of education and development in Indonesia | - Explain the theory of policy formulation in education - Explain the actors in formulating educational policy - Explain the formulation of educational policy - Explain the process of legitimacy and communication of educational policy Explain alternatives to formulating educational policy | Criteria: Understanding of the education policy formulation process | Pulpit lecture Questions and Answers 2 X 50 | | | 0% |
| 3 | 1. Students understand the development of development theories and various central development issues.2. Students understand the development of development theories and various central development issues related to human resource development | 1. production center development approach, people center development approach 2. Able to identify various development problems | Criteria: 1.1. Quality of assignment materials 2.2. ability to deliver the resulting material 3.3. ability to answer and discuss | 1. Lecture2. Book Study3. discussion 2 X 50 | | | 0% |
| 4 | 1. Students understand the development of development theories and various central development issues.2. Students understand the development of development theories and various central development issues related to human resource development | 1. production center development approach, people center development approach 2. Able to identify various development problems | Criteria: 1.1. Quality of assignment materials 2.2. ability to deliver the resulting material 3.3. ability to answer and discuss | 1. Lecture2. Book Study3. discussion 2 X 50 | | | 0% |
| 5 | 1. Students understand the managerial aspects of development as the focus of Development Administration in the education sector2. Students understand the managerial aspects of development as the focus of Development Administration in the educational sector | 1. Able to explain planning, mobilizing resources, mobilizing community participation and budgeting in the education sector2. Able to explain implementation, coordination, monitoring and evaluation of development | Criteria: 1.1. Analysis results 2.2. ability to explain | 1. Lecture2. Discussion 2 X 50 | | | 0% |

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|----|--|--|--|---|--|--|----|
| 6 | 1. Students understand the managerial aspects of development as the focus of Development Administration in the education sector 2. Students understand the managerial aspects of development as the focus of Development Administration in the educational sector | 1. Able to explain planning, mobilizing resources, mobilizing community participation and budgeting in the education sector 2. Able to explain implementation, coordination, monitoring and evaluation of development | Criteria: 1.1. Analysis results 2.2. ability to explain | 1. Lecture 2. Discussion 2 X 50 | | | 0% |
| 7 | 1. Students understand the technical policy aspects of development in the field of education | 1. Students are able to explain privatization and co-production, de-bureaucratization and reorganization in the field of education | Criteria: 1.1. ability to identify education policies 2.2. the ability to describe the advantages and disadvantages of educational policies | 1. Lecture 2. limited discussion 2 X 50 | | | 0% |
| 8 | Students are able to answer various questions whose source material comes from meeting 1 to meeting 7 | | Criteria: The highest number of scores | Written Test 2 X 50 | | | 0% |
| 9 | | | | | | | 0% |
| 10 | | | | | | | 0% |
| 11 | | | | | | | 0% |
| 12 | | | | | | | 0% |
| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.