| | | | Document Code |
|---|---|---|---|
| | **Universitas Negeri Surabaya**<br>**Faculty of Social and Legal Sciences,**<br>**Bachelor of Public Administration Study Program** | | |

## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|---|
| **Education Policy Reform** | | 6320102102 | | | 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** |
| | 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 provides an explanation to students about the scope of educational policy reform, the concept of public policy reform, the relationship between policy processes and policy reform, analyzing the relationship between public administration reform and public policy reform and educational policy change with the theory of policy change. |
| **References** | **Main :** |

1. Anderson, James .2011. Public Policy Making : An Introduction ,Edisi ke 7, USA Wadwordth
2. Birkland, Thomas.2011, An Introduction to the Policy Process: Thories, Concepts and Models of Public Policy Making , edisi ke 3, New York: ME Sharpe
3. Brinkerhoff, Derrick W dan Benjamin L. Crosby, 2002. Managing Policy Reform: Concepts and Tools for Decision Makers in Developing and Transitioning Countries,
4. Hasbullah,HM, 2015. Kebijakan Pendidikan: Dalam Perspketif Teori, Aplikasidan Kondisi Obyektif di Indonesia, Jakarta: PT Radja Grafindo Perkasa
5. Rusdiana, Ahmad, 2015. Kebijakan Pendidikan dari Filosofi ke Implementasi, Bandung: Pustaka Setia
6. Tilaar, H.A.R, dan Riant Nugroho, 2012, Kebijakan Pendidikan : Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan sebagai Kebijakan Publik, Yogyakarta,Pustaka Pelajar
7. Suryadi,Ace, dkk, 2015. Pendidikan untuk Transformasi Bangsa : Arah Baru Pendidikan untuk Perubahan Mental Bangsa, Jakarta : PT Kompas Media Nusantara
8. Tilaar, H.A.R, dan Riant Nugroho, 2012, Kebijakan Pendidikan : Pengantar untuk Memahami Kebijakan Pendidikan dan Kebijakan Pendidikan sebagai Kebijakan Publik, Yogyakarta,Pustaka Pelajar
9. Mega Group

| | **Supporters:** |
|---|---|
| | |

| Supporting lecturer | Dr. Tjitjik Rahaju, M.Si.<br>Indah Prabawati, S.Sos., M.Si.<br>Muhammad Farid Ma'ruf, S.Sos., M.AP.<br>Tauran, S.Sos., M.Soc.Sc.<br>Dr. Suci Megawati, S.IP., 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) |
| 1 | Students are able to explain the importance of educational policy reform | | - Explain the scope of education reform - Explain the importance of policy reform | | Lecture pulpit Discussion Questions and answers.<br>2 X 50 | | | 0% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | Students are able to explain the new paradigm of educational policy | 1.Explain the educational paradigm 2.Explain the development of educational paradigms 3.Explain the various educational paradigms | | Pulpit lecture Assignment to review the development of educational paradigms Discussion Questions and answers 2 X 50 | | | 0% |
| 3 | Students are able to explain the new direction of educational development in Indonesia | Explaining the new direction of educational development in Indonesia | | Pulpit lecture Assignment Review of Educational Policy Direction and Strategy 2 X 50 | | | 0% |
| 4 | Students are able to explain Educational Policy Innovations | Explain the concept of policy innovation | | 2 X 50 | | | 0% |
| 5 | Students are able to explain the impact of implementing educational policies | 1.Explain the impact of implementing educational policies 2.Explain the impact of globalization on education policy in Indonesia | | Pulpit lectureAssignmentDiscussion 2 X 50 | | | 0% |
| 6 | Students are able to explain the management of educational policy implementation | 1.Identifying the implementation of education policies in Indonesia 2.Interpreting stakeholders in managing education policy in Indonesia 3.Explaining the management of education policy implementation in Indonesia | | Pulpit lecture Performance 2 X 50 | | | 0% |
| 7 | Students are able to explain the management of educational policy implementation | 1.Identifying the implementation of education policies in Indonesia 2.Interpreting stakeholders in managing education policy in Indonesia 3.Explaining the management of education policy implementation in Indonesia | | Pulpit lecture Performance 2 X 50 | | | 0% |
| 8 | MIDDLE SEMESTER EXAMINATION (UTS) | | | 2 X 50 | | | 0% |
| 9 | Students are able to interpret educational policy implementation models in Indonesia | 1.Identifying the implementation of education policies in Indonesia 2.Interpreting the implementation of education policy in Indonesia 3.Explain the implementation of education policy in Indonesia | | Pulpit lecture 2 X 50 literature review assignment | | | 0% |

| No | Sub-PO | Indicators | Learning Method / Material | | | Weight |
|----|--------|-----------|----------------------------|---|---|--------|
| 10 | Students are able to interpret educational policy implementation models in Indonesia | 1.Identifying the implementation of education policies in Indonesia 2.Interpreting the implementation of education policy in Indonesia 3.Explain the implementation of education policy in Indonesia | | Pulpit lecture 2 X 50 literature review assignment | | 0% |
| 11 | Students are able to map the development of education policy models in Indonesia | 1.Explain the education policy model in Indonesia 2.Identifying education policy models in Indonesia 3.Interpreting education policy models in Indonesia 4.Mapping the development of education policy models in Indonesia | | Pulpit lecture Assignment 2 X 50 | | 0% |
| 12 | Students are able to explain citizen participation in policy reform | Explain the importance of citizen participation in the framework of policy reform | | DemonstrationPerformance 2 X 50 | | 0% |
| 13 | Students are able to explain citizen participation in policy reform | Explain the importance of citizen participation in the framework of policy reform | | DemonstrationPerformance 2 X 50 | | 0% |
| 14 | Students are able to explain the importance of partnerships in reforming education policies | 1.Explain the partnership policy 2.Explaining advocacy in policy reform | | DemonstrationPerformancePresentation 2 X 50 | | 0% |
| 15 | Students are able to explain the importance of partnerships in reforming education policies | 1.Explain the partnership policy 2.Explaining advocacy in policy reform | | DemonstrationPerformancePresentation 2 X 50 | | 0% |
| 16 | FINAL EXAMS | | | 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.