



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Education Policy Review	6920103040		T=3 P=0 ECTS=4.77	5	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Dr. Agus Machfud Fauzi, M.Si.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	Able to study education policy using problem solving and recitation methods which include the nature of education policy, study of post-independence and old order education policy, study of policy during the new order, study of reform order education policy, study of policy regarding teachers and lecturers, higher education policy, and field studies on teacher certification and quality, RSBI and post-RSBI, UAN and post-UAN, Bidikmisi and UKT, Full day school.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																				
	<ol style="list-style-type: none"> 1. Abidin, Said Zainal. 2006. Kebijakan Publik . Jakarta. Suara Bebas 2. Dunn, William N. 2003. P engantar Analisis Kebijakan Publik . Yogyakarta: Gajah Mada University Press 3. Imron , Ali. 1995. Kebijakan Pendidikan Indonesia . Jakarta: Bumi Aksara 4. Pidarta,Made. 2017. Wawasan Pendidikan (edisi III). Surabaya: Unesa-Unipress. 5. UURI Nomor 4 Tahun 1950 jo UURI Nomor 12 Tahun 1954 tentang Dasar-Dasar Pendidikan dan Pengajaran di Sekolah untuk seluruh Indonesia . 6. UURI Nomor 2 Tahun 1989 tentang Sistem Pendidikan Nasional 7. UURI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional 8. UURI Nomor 14 Tahun 2005 tentang Guru dan Dosen 9. UURI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi 																																				
Supporting lecturer	Supporters:																																				
	Dr. Agus Machfud Fauzi, 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	Able to understand the nature of education policy	Explain the nature of education policy in Indonesia	Criteria: Answer coherently and correctly	Expository/various lectures/literature review 3 X 50			0%																														

2	Able to explain primary and secondary education policy analysis	Analyze primary and secondary education policies	Criteria: Prepare reports in the form of systematic and chronological papers	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
3	Able to analyze vocational education policies in Indonesia	Analyzing vocational education policies in Indonesia	Criteria: Prepare reports in the form of systematic and chronological papers	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
4	Able to examine out-of-school education policies in Indonesia	Analyzing out-of-school education policies in Indonesia	Criteria: Prepare systematic reports and real examples in the curriculum	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
5	Able to examine educational problems and natural disaster problems	Analyze educational problems and natural disaster problems	Criteria: Prepare systematic reports and real examples in the curriculum	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
6	Able to examine multicultural education policies in Indonesia	Analyzing multicultural education policies in Indonesia	Criteria: Prepare systematic reports and provide examples in the curriculum	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
7	Able to examine Islamic education policies in Indonesia	Analyzing Islamic education policy in Indonesia	Criteria: Prepare systematic reports and provide examples in the curriculum	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
8	UTS			Written test 3 X 50			0%
9	Able to understand UURI Number 14 of 2005 and its implications for the quality of teachers and lecturers	Analyze teacher and lecturer law policies and their implications for the quality of teachers and lecturers	Criteria: Prepare systematic and correct papers	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50			0%
10	Able to understand UURI Number 12 of 2012 concerning Higher Education and its Implications for students	Analyzing UURI Number 12 of 2012 concerning Higher Education and its Implications for students	Criteria: Prepare simple papers systematically and with real examples for students.	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50			0%
11	Able to understand UURI Number 12 of 2012 concerning Higher Education and its Implications for students	Analyzing UURI Number 12 of 2012 concerning Higher Education and its Implications for students	Criteria: Prepare simple papers systematically and with real examples for students.	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50			0%
12	Able to explore data in the field about educational phenomena	Looking for data about the implementation of RSBI and post-RSBI	Criteria: Prepare reports systematically and correctly	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
13	Able to explore field data regarding the implementation of UAN and post-UAN	Exploring field data regarding the implementation of UAN and post-UAN	Criteria: Prepare systematic and correct reports	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50			0%
14	Able to understand the full day school policy and be able to present	Explore opinions about the full day school policy from parents of students and be able to present them	Criteria: Prepare reports and be able to present them	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50			0%

15	Able to understand the full day school policy and be able to make presentations	Explore opinions about the full day school policy from parents of students and be able to present them	Criteria: Prepare reports and be able to present them	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.**