								Document Code

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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Study of Education Policy in Indonesia		6920102290			T=1	P=1	ECTS=3.18	5	July 17, 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 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	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.

References	**Main :**

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 Pendiikan 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

	Supporters:

Supporting lecturer	Dr. Agus Machfud Fauzi, M.Si. Mochamad Arif Affandi, 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	Able to understand the nature of education policy	Explain the nature of education policy in Indonesia	**Criteria:** Answer coherently and correctly **Form of Assessment** : Participatory Activities	Expository/various lectures/literature review 3 X 50		**Material:** . **Bibliography:** *Abidin, Said Zainal. 2006. Public Policy. Jakarta. Free Voice* **Material:** . **References:** *Imron, Ali. 1995. Indonesian Education Policy. Jakarta: Bumi Literacy* **Material:** . **References:** *Pidarta, Made. 2017. Educational Insights (III edition). Surabaya: Unesa-Unipress.*	5%
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 **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **References:** *UURI Number 12 of 2012 concerning Higher Education* **Material:** . **References:** *Pidarta, Made. 2017. Educational Insights (III edition). Surabaya: Unesa-Unipress.*	5%
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 **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **References:** *UURI Number 20 of 2003 concerning the National Education System* **Material:** . **References:** *UURI Number 2 of 1989 concerning the National Education System*	5%
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 **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **Reference:** *UURI Number 4 of 1950 jo UURI Number 12 of 1954 concerning the Basics of Education and Teaching in Schools for all of Indonesia.* **Material:** . **References:** *UURI Number 14 of 2005 concerning Teachers and Lecturers*	6%

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 **Form of Assessment** : Project Results Assessment / Product Assessment	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **Bibliography:** *Abidin, Said Zainal. 2006. Public Policy. Jakarta. Free Voice* **Material:** . **References:** *Pidarta, Made. 2017. Educational Insights (III edition). Surabaya: Unesa-Unipress.*	6%
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 **Form of Assessment** : Project Results Assessment / Product Assessment	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **References:** *Imron, Ali. 1995. Indonesian Education Policy. Jakarta: Bumi Literacy* **Material:** . **References:** *Dunn, William N. 2003. Introduction to Public Policy Analysis. Yogyakarta: Gajah Mada University Press*	5%
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 **Form of Assessment** : Project Results Assessment / Product Assessment	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **Bibliography:** *Abidin, Said Zainal. 2006. Public Policy. Jakarta. Free Voice*	7%
8	UTS		**Form of Assessment** : Test	Written test 3 X 50		**Material:** UTS **Library:**	10%
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 **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50		**Material:** . **References:** *Imron, Ali. 1995. Indonesian Education Policy. Jakarta: Bumi Literacy* **Material:** . **References:** *Dunn, William N. 2003. Introduction to Public Policy Analysis. Yogyakarta: Gajah Mada University Press*	5%

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. **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50		**Material:** . **References:** *Pidarta, Made. 2017. Educational Insights (III edition). Surabaya: Unesa-Unipress.* **Material:** . **References:** *UURI Number 20 of 2003 concerning the National Education System*	5%
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. **Form of Assessment** : Project Results Assessment / Product Assessment	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50		**Material:** . **References:** *Pidarta, Made. 2017. Educational Insights (III edition). Surabaya: Unesa-Unipress.* **Material:** . **Reference:** *UURI Number 4 of 1950 jo UURI Number 12 of 1954 concerning the Basics of Education and Teaching in Schools for all of Indonesia.*	7%
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 **Form of Assessment** : Project Results Assessment / Product Assessment	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **References:** *Imron, Ali. 1995. Indonesian Education Policy. Jakarta: Bumi Literacy* **Material:** . **Bibliography:** *Abidin, Said Zainal. 2006. Public Policy. Jakarta. Free Voice*	7%
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 **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 3 X 50		**Material:** . **References:** *UURI Number 20 of 2003 concerning the National Education System* **Material:** . **Reference:** *UURI Number 4 of 1950 jo UURI Number 12 of 1954 concerning the Basics of Education and Teaching in Schools for all of Indonesia.*	5%

No							
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 **Form of Assessment** : Participatory Activities	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50		**Material:** . **References:** *UURI Number 14 of 2005 concerning Teachers and Lecturers* **Material:** . **References:** *UURI Number 12 of 2012 concerning Higher Education*	5%
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 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Inquiry/Problem solving/work practices/individual work using the internet 6 X 50		**Material:** . **References:** *UURI Number 2 of 1989 concerning the National Education System* **Material:** . **References:** *UURI Number 14 of 2005 concerning Teachers and Lecturers*	7%
16			**Form of Assessment** : Test			**Material:** UAS **Literature:**	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	44.5%
2.	Project Results Assessment / Product Assessment	35.5%
3.	Test	20%
		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.