



Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Basic Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																		
Basic Education Problems	8602203006		T=3 P=0 ECTS=7.56	1	July 16, 2024																																																																		
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																																			
		Dr. Wiryanto, M.Si	Prof. Dr. Suryanti, M.Pd.	Prof. Dr. Suryanti, M.Pd.																																																																			
Learning model	Case Studies																																																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																						
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																					
	PLO-5	Mastering the philosophy and learning methodology of basic education to produce learning innovations.																																																																					
	PLO-8	Able to carry out research that is appropriate, innovative and responsive to educational needs, through theoretical and empirical studies with an inter, multi and transdisciplinary approach to solving problems in the field of basic education.																																																																					
	Program Objectives (PO)																																																																						
	PO - 1	Students are able to explore, identify and analyze various basic education problems based on phenomena, facts and culture in Indonesia.																																																																					
	PO - 2	Students are able to explore, identify and analyze the principles and effectiveness of educational decentralization in order to improve the quality and relevance of basic education in Indonesia, which is influenced by diverse regional cultural differences.																																																																					
	PLO-PO Matrix																																																																						
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-2</td> <td>PLO-5</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-2	PLO-5	PLO-8	PO-1				PO-2																																																									
	P.O	PLO-2	PLO-5	PLO-8																																																																			
PO-1																																																																							
PO-2																																																																							
PO Matrix at the end of each learning stage (Sub-PO)																																																																							
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">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> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
P.O	Week																																																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																							
PO-1																																																																							
PO-2																																																																							
Short Course Description	This course is to look for problems in education in Indonesia and identify the root causes of these problems, based on phenomena, facts and culture. Students are then invited to examine the phenomenon of the impact of educational decentralization which is influenced by cultural differences in various regions in Indonesia.																																																																						
References	Main :																																																																						
	<ol style="list-style-type: none"> 1. Undang-undang RI. No. 20 Th 2003 tentang Sistem Pendidikan Nasional. Jakarta: Balai Pustaka Cipta Karya. 2. Hamzah, B. Uno & Nina Lamatenggo. 2017. Landasan Pendidikan. Jakarta: Bumi Aksara. 3. Hasbullah. 2007. Otonomi Pendidikan: Kebijakan Otonomi Daerah dan Implementasinya Terhadap Penyelenggaraan Pendidikan. Jakarta: Rajagrafindo Persada. 4. urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, Beyond the Center: Decentralizing the State, The World Bank, Washington, D.C. 5. Wiryanto. 2024. Implementation of Emergency Curriculum in Local Wisdom Contents at Television as a Learning Media During the Pandemic Period. Journal of Innovation in Educa-tional and Cultural Research [JIECR], 5(2), 218-228, https://jiecrr.org/index.php/jiecrr/article/view/1071 6. Anlianna, Gusmaniarti, Ummu Khairiyah, dkk. 2023. Refleksi Kritis Problematika Pendidikan Dasar Dalam Perspektif Kurikulum Merdeka. Gresik: CV. Talenta Pena Publishing. 																																																																						
	Supporters:																																																																						
	<ol style="list-style-type: none"> 1. Suryanti, S., Lutfi Choirunnisa, N., Gunansyah, G., Indartiningih, D., & Khairiyah, U. (2024). Assistance in Designing Elementary School Learning By Integrating Literacy And Numeracy. Engagement: Jurnal Pengabdian Kepada Masyarakat, 8(1), 22-36. https://doi.org/10.29062/engagement.v8i1.1634 2. Suryanti, Nursalim, M., Choirunnisa, N. L., & Yuliana, I. (2024). STEAM-Project-based learning: a catalyst for elementary school students' scientific literacy skills. European Journal of Educational Research, 13(1), 1-14. https://doi.org/10.12973/eu-jer.13.1.1 																																																																						
Supporting lecturer	Dr. Wiryanto, M.Si. Prof. Dr. Suryanti, M.Pd.																																																																						

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 translate the direction of the RPS (Semester Learning Plan) which has been prepared by the Elementary Education Problems course instructor as a lecture contract for 15 meetings in the current semester. Students are able to carry out assignments independently/individually and in groups through presentations according to topics in the Basic Education Problems course. Students are able to carry out mid-semester assessments (UTS), final semester exams (UAS) based on aspects of attitude-knowledge and skills in basic education problem courses.	<p>1. Students are able to translate the direction of the RPS (Semester Learning Plan) which has been prepared by the Teacher of the Basic Education Problems course as a lecture contract for 15 meetings in the current semester.</p> <p>2. Students are able to carry out assignments independently/individually and in groups through presentations according to topics in the Basic Education Problems course.</p> <p>3. Students are able to carry out mid-semester assessments (UTS), final semester exams (UAS) based on aspects of attitude-knowledge and skills in basic education problem courses.</p>	<p>Criteria:</p> <p>1.1. Activeness in presentations at each meeting.</p> <p>2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%).</p> <p>3.3. Minimum attendance requirement is 75%</p> <p>Form of Assessment : Participatory Activities</p>	Method: Question and answer, discussion and assignment 3 X 50	Method: Question and answer, discussion and assignment 3x50'	<p>Material: RPS and tasks</p> <p>Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p>	5%
2	Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to LOW PHYSICAL FACILITIES. Students are able to analyze the factors that influence basic education problems and relate each problem factor and make your own analysis based on the factors that influence the problem of LOW PHYSICAL AMENITIES.	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the LOW PHYSICAL FACILITIES.</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of LOW PHYSICAL MEANS.</p>	<p>Criteria:</p> <p>1.1. Activeness in presentations at each meeting.</p> <p>2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%).</p> <p>3.3. Minimum attendance requirement is 75%</p> <p>Form of Assessment : Participatory Activities</p>	Case study of physical learning facilities Method: Question and answer, discussion and assignment Flipped Classroom 3 X 50		<p>Material: Educational infrastructure standards</p> <p>Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p>	10%

3	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the LOW QUALITY OF TEACHERS. Students are able to analyze the factors that influence basic education problems and relate each problem factor and make your own analysis based on the factors that influence the problem of LOW TEACHER QUALITY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to LOW TEACHER QUALITY.</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of LOW TEACHER QUALITY</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Case study: Low quality of teachers Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>		<p>Material: Educator quality standards Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p> <hr/> <p>Material: Educator quality standards Reference: <i>Hasbullah. 2007. Educational Autonomy: Regional Autonomy Policy and Its Implementation in Education Implementation. Jakarta: Rajagrafindo Persada.</i></p> <hr/> <p>Material: Educator quality standards References: <i>urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, Beyond the Center: Decentralizing the State, The World Bank, Washington, DC</i></p>	10%
4	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to LOW TEACHER WELFARE. Students are able to analyze the factors that influence basic education problems and relate each problem factor and make your own analysis based on the factors that influence the problem of LOW TEACHER WELFARE.</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to LOW TEACHER WELFARE.</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of LOW TEACHER WELFARE.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities</p>	<p>Case study: Low teacher welfare Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>		<p>Material: Teacher welfare Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p> <hr/> <p>Material: Teacher welfare Reference: <i>Hasbullah. 2007. Educational Autonomy: Regional Autonomy Policy and Its Implementation in Education Implementation. Jakarta: Rajagrafindo Persada.</i></p>	10%

5	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to LOW STUDENT ACHIEVEMENT. Students are able to analyze the factors that influence basic education problems and relate each problem factor and make your own analysis based on the factors that influence the problem of LOW STUDENT ACHIEVEMENT</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to LOW STUDENT ACHIEVEMENT. 2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of LOW STUDENT ACHIEVEMENT</p>	<p>Criteria: 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75%</p> <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Case study about low student achievement Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: Student standards Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p> <p>Material: PD Library learning outcomes : <i>Hasbullah. 2007. Educational Autonomy: Regional Autonomy Policy and Its Implementation in Education Implementation. Jakarta: Rajagrafindo Persada.</i></p>	5%
6	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to the lack of equal educational opportunities. Students are able to analyze the factors that influence basic education problems and relate each factor these problems, as well as making their own analysis based on the factors that influence the problem of lack of equal educational opportunities.</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the lack of equal educational opportunities. 2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of lack of equal educational opportunities.</p>	<p>Criteria: 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75%</p> <p>Form of Assessment : Participatory Activities</p>	<p>Approach: Case study about educational equality Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: Opportunities for education Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p>	5%
7	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the LOW RELEVANCE OF EDUCATION WITH NEEDS. Students are able to analyze the factors that influence basic education problems and relate each factors of these problems, as well as making their own analysis based on the factors that influence the problem of LOW RELEVANCE OF EDUCATION TO NEEDS.</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the LOW RELEVANCE OF EDUCATION TO NEEDS. 2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of LOW RELEVANCE OF EDUCATION TO NEEDS.</p>	<p>Criteria: 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75%</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Approach: Case study of low relevance of education and needs Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: Mapping educational needs References: <i>Hamzah, B. Uno & Nina Lamatenggo. 2017. Foundations of Education. Jakarta: Bumi Literacy.</i></p> <p>Material: Mapping educational needs References: <i>urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, Beyond the Center: Decentralizing the State, The World Bank, Washington, DC</i></p>	5%

8	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia which have been discussed at meetings 1 to 7. Students are able to analyze the factors that influence basic education problems and relate each factors of these problems, as well as making their own analysis based on the factors that influence basic education problems in Indonesia which were discussed at meetings 1 to 7</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia which were discussed at meetings 1 to 7</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence basic education problems in Indonesia which were discussed at meetings 1 to 7</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities</p>	<p>UTS 3 X 50</p>			10%
9	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the EXPENSIVE COSTS OF EDUCATION. Students are able to analyze the factors that influence basic education problems and relate each problem factor and make your own analysis based on the factors that influence the problem of EXPENSIVE EDUCATION COSTS.</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show the problems of basic education in Indonesia related to the EXPENSIVE COSTS OF EDUCATION.</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to these problems, as well as make their own analysis based on the factors that influence the problem of THE EXPENSIVE COST OF EDUCATION.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	<p>Approach: Case study High cost of education Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>		<p>Material: Standard education costs Reference: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p> <hr/> <p>Material: standard education costs References: <i>urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, Beyond the Center: Decentralizing the State, The World Bank, Washington, DC</i></p>	5%

10	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE BUSINESS WORLD/INDUSTRIAL WORLD. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/ THE WORLD OF INDUSTRY.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Portfolio Assessment</p>	<p>Approach: Case study of education not meeting the needs of society and industry Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: Relevance of education to the needs of society/industry References: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p>	5%
11	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE BUSINESS WORLD/INDUSTRIAL WORLD. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/ THE WORLD OF INDUSTRY.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Approach: Case study of education not meeting the needs of society and industry Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: Relevance of education to the needs of society/industry References: <i>Republic of Indonesia Law. No. 20 of 2003 concerning the National Education System. Jakarta: Balai Pustaka Cipta Karya.</i></p>	5%

12	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE BUSINESS WORLD/INDUSTRIAL WORLD. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/ THE WORLD OF INDUSTRY.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Practice / Performance</p>	<p>Approach: Case study Principles and effectiveness of educational decentralization in order to improve the quality and relevance of education. Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>		<p>Material: decentralization of education Bibliography: <i>urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, Beyond the Center: Decentralizing the State, The World Bank, Washington, DC</i></p>	5%
13	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE BUSINESS WORLD/INDUSTRIAL WORLD. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/ THE WORLD OF INDUSTRY.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Approach: Case study Principles and effectiveness of educational decentralization in order to improve the quality and relevance of education. Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>		<p>Material: decentralization of education Bibliography: <i>urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, Beyond the Center: Decentralizing the State, The World Bank, Washington, DC</i></p> <p>Material: HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS Reader: <i>Wiryanto. 2024. Implementation of Emergency Curriculum in Local Wisdom Contents at Television as a Learning Media During the Pandemic Period. Journal of Innovation in Educational and Cultural Research [JIECR], 5(2), 218-228, https://jiecr.org/...</i></p>	5%

14	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE BUSINESS WORLD/INDUSTRIAL WORLD. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/ THE WORLD OF INDUSTRY.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Approach: Case study Principles and effectiveness of educational decentralization in order to improve the quality and relevance of education. Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: decentralization of education Bibliography: urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, <i>Beyond the Center: Decentralizing the State</i>, The World Bank, Washington, DC</p>	0%
15	<p>Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE BUSINESS WORLD/INDUSTRIAL WORLD. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p>	<p>1. Students are able to analyze the main types of basic education problems in Indonesia and relate each problem encountered to the types of basic education problems, as well as show basic education problems in Indonesia related to (a) NOT PRODUCING APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/WORLD OF INDUSTRY</p> <p>2. Students are able to analyze the factors that influence basic education problems and relate each factor to the problem, as well as make their own analysis based on the factors that influence the problem (a) HAVE NOT PRODUCED APPROPRIATE LIFE SKILLS (b). EDUCATION THAT IS NOT BASED ON COMMUNITY AND REGIONAL POTENTIAL and (c) THERE IS NOT AN OPTIMAL PARTNERSHIP WITH THE WORLD OF BUSINESS/ THE WORLD OF INDUSTRY.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Activeness in presentations at each meeting. 2.2. Follow the UNESA scoring format: participation (20%), assignments (30%), USS (20%) and US (30%). 3.3. Minimum attendance requirement is 75% <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Approach: Case study Principles and effectiveness of educational decentralization in order to improve the quality and relevance of education. Method: Question and answer, discussion and assignment Strategy: Flipped Classroom 3 X 50</p>	<p>Material: decentralization of education Bibliography: urki, Shahid J., Guillermo E. Perry and William R. Dillinger, 1999, <i>Beyond the Center: Decentralizing the State</i>, The World Bank, Washington, DC</p> <p>Material: 7. THE LOW RELEVANCE OF EDUCATION WITH WORLD NEEDS IN THE WORLD OF INDUSTRY References: Anlianna, Gusmaniarti, Umm Khairiyah, et al. 2023. <i>Critical Reflection on Basic Education Problems from the Independent Curriculum Perspective</i>. Gresik: CV. Pena Publishing Talent.</p>	5%
16			<p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Create articles published in accredited journals SINTA 1-4 take home</p>		10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	7.5%
3.	Portfolio Assessment	17.5%
4.	Practice / Performance	15%
		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.