



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Doctoral Study Program in Educational Management**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
<b>Analysis of Higher Education Management Systems</b>	8603102929	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	1	July 17, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	Dr. Widyo Winarso, M.Pd.; Dr. Muhamad Sholeh, S.Pd., M.Pd.		Prof. Dr. H. Haris Supratno			Dr. Nunuk Hariyati, S.Pd., M.Pd.																																											
<b>Learning model</b>	<b>Project Based Learning</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
		<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																																																	
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">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																																	
<b>Short Course Description</b>	The higher education management system analysis course equips students to be able to understand, apply and develop innovation in developing educational units at the higher education level by abstracting the concepts of system development and management of educational resources, the concept of accreditation systems and educational quality assurance by designing programs and strategies for educational institutions. , and able to provide assistance to higher education institutions in an appropriate, thorough and futuristic manner.																																																
<b>References</b>	<b>Main :</b>																																																
	<ol style="list-style-type: none"> <li>1. Gleason, Nancy W. (2018). Higher Education in The Era of The Fourth Industrial Revolution. Singapore: Palgrave Macmillan (Springer)</li> <li>2. Michael N. Bastedo (2012). Organization of Higher Education: Managing Colleges for a New Era. UK : John Hopkins University Press</li> <li>3. Marvin Titus (2021). Education Policy Analysis Using Quantitative Techniques: Data, Methods and Presentation (Quantitative Methods in the Humanities and Social Sciences) 1st ed.</li> <li>4. James Mauch (2020), Paula Sabloff (Editor). Reform and Change in Higher Education (Routledge Library Editions: Higher Education) 1st Edition</li> <li>5. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi</li> <li>6. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi</li> <li>7. Peraturan Pemerintah Nomor 5 7 Tahun 2022 tentang Penyelenggaraan Perguruan Tinggi olehKementerian Lain dan Lembaga Pemerintah Nonkementerian</li> <li>8. David Warner (1996). Higher education management: The Key Elements. Open University Press</li> <li>9. Smart, John C &amp; Paulsen, Michael B. (2018). Higher Education: Handbook of Theory and Research. Iowa: Springer</li> </ol>																																																
	<b>Supporters:</b>																																																
	<ol style="list-style-type: none"> <li>1. Permendikbud Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi</li> <li>2. Permendikbud Nomor 7 Tahun 2020 tentang Pendirian, Perubahan, Pembubaran Perguruan Tinggi Negeri, dan Pendirian, Perubahan, Pencabutan Izin Perguruan Tinggi Swasta</li> <li>3. Permendikbud Nomor 5 Tahun 2020 tentang Akreditasi Program Studi dan Perguruan Tinggi</li> <li>4. Jurnal Higher Education Policy. <a href="https://www.palgrave.com/gp/journal/41307">https://www.palgrave.com/gp/journal/41307</a></li> <li>5. Jurnal Innovative Higher Education. <a href="https://www.springer.com/journal/10755">https://www.springer.com/journal/10755</a></li> <li>6. Permenristekdikti Nomor 62 Tahun 2016. Sistem Penjaminan Mutu Pendidikan Tinggi</li> </ol>																																																
<b>Supporting lecturer</b>	Prof. Dr. H. Haris Supratno Dr. Widyo Winarso, M.Pd. Dr. Muhamad Sholeh, S.Pd., 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 understand the RPS/tuition contract and can explain the basic concepts of analysis/policy for the implementation of higher education and management of higher education in Indonesia	Clarity and commitment of students towards study plans/contracts and accurate understanding of analysis/policy concepts for higher education/education management	<b>Form of Assessment :</b> Participatory Activities	3x50 minutes		<b>Material:</b> RPS, concept of education administration, higher education/college management <b>References:</b>  <b>Material:</b> Implementation of higher education and management of universities <b>Reference:</b> <i>Government Regulation Number 4 of 2014 concerning Implementation of Higher Education and Management of Higher Education</i>	10%
2	Students are able to explain and analyze the juridical, philosophical, historical and sociological foundations in the management of education in Indonesia	Accuracy of explanations and depth of student analysis of various educational foundations/management of higher education	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		3 x 50 minutes	<b>Material:</b> Juridical, philosophical, historical and sociological foundations of education, management of higher education in Indonesia <b>Reference:</b> <i>Law Number 12 of 2012 concerning Higher Education</i>	7%
3	Students are able to explain and analyze the nature of paradigm changes/reforms in higher education	Accuracy and depth of explanation of the nature of paradigm change and the renewal/reform agenda for Higher Education	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		3 x 50 minutes	<b>Material:</b> The essence of paradigm change and reform in Higher Education. <b>References:</b> <i>James Mauch (2020), Paula Sabloff (Editor). Reform and Change in Higher Education (Routledge Library Editions: Higher Education) 1st Edition</i>	7%
4	Students are able to explain and analyze the nature of paradigm changes/reforms in higher education	Accuracy and depth of explanation of the nature of paradigm change and the renewal/reform agenda for Higher Education	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		3 x 50 minutes	<b>Material:</b> Paradigm change and agenda for reforming Higher Education <b>Reference:</b> <i>Michael N. Bastedo (2012). Organization of Higher Education: Managing Colleges for a New Era. UK : John Hopkins University Press</i>	7%

5	Students can explain and analyze global challenges in higher education management	Accuracy and depth/breadth of explanation and analysis of the essence of global challenges in managing Higher Education	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		3x50 minutes	<b>Material:</b> Global challenges in higher education management <b>Reference:</b> <i>Michael N. Bastedo (2012). Organization of Higher Education: Managing Colleges for a New Era. UK : John Hopkins University Press</i>	7%
6	Students can explain and analyze the higher education quality assurance system and the concept of higher education quality culture	Accuracy and depth of explanation of the higher education quality assurance system and higher education quality culture	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		3x50 minutes	<b>Material:</b> Higher Education Quality Assurance System <b>Reference:</b> <i>Minister of Research, Technology and Higher Education Regulation Number 62 of 2016. Higher Education Quality Assurance System</i>	7%
7	Students can explain and analyze the higher education quality assurance system and the concept of higher education quality culture	Accuracy and depth of explanation of the higher education quality assurance system and higher education quality culture	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment		3x50 minutes	<b>Material:</b> Higher Education Quality Assurance System <b>Reference:</b> <i>Minister of Research, Technology and Higher Education Regulation Number 62 of 2016. Higher Education Quality Assurance System</i>	7%
8			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance				0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	31%
2.	Project Results Assessment / Product Assessment	21%
		52%

## 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.