

	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
Education Policy Analysis	8603103001		T=3	P=0	ECTS=7.56	2	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	TIM MBKM		TIM MBKM			Dr. Nunuk Hariyati, S.Pd., M.Pd.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; width: 100px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> P.O </div>					
Short Course Description	This course aims to examine theories, policy concepts in education, legislation by conducting historical and comparative studies of various education policies in several countries/globally, from scientific articles (research) in various journals of international reputation, as a complex system related to crucial issues, system social, economic, political, cultural, and theoretical concepts regarding decision making and new policies and legislation in education, and quality improvement policies						
	References	Main :					
1.		1) Collins,J. Insley, K. & Soler R. 2007. <i>Developing pedagogy, Thousand Doks</i> . California: Sage Publikastion Inc. 2) Dewantoro, Ki Hajar. 2009. <i>Pendidikan majlis luhur Persatuan Taman Siswa</i> : Yogyakarta. 3) Downey, Meriel & Kelly AV, 2008. <i>Theory and practice of education</i> .London:Happer & Row. 4) Druker,F.P. 2009. <i>Management: task responsibilities</i> : New York: Happer & Row. 5) Hough,J.R. 2008. <i>Educational policy, an international survey</i> . Sydney: Croom Helm. Miffin Comp. 6) Newman,H.W. 2008. <i>Administration action policy</i> . New Jersey: Prentice Hall 7) Ornstein Allan C. ; Levin Daniel U. 2005. <i>Foundation of education</i> . Boston: Hougton 8) Reddin W.J. 2009. <i>Managemen policy development: task, responsibilities, & practice</i> . New York: Mc Graw Hill Inc.					
Supporters:							

Supporting lecturer		Prof. Dr. H. Muchlas, 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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							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.