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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Mkpd 2/planning	8603103016		**T=3**	**P=0**	**ECTS=7.56**	3	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

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	Conduct studies on Educational Management Planning based on strategic concepts, regional autonomy, SBM, as well as the practice of preparing dissertations and articles in the implementation of Educational Management with special attention given to problems and issues that arise in educational organizations

References	**Main :**	

1.
jurnal nasional dan internasional bidang Manajemen Pendidikan, fokus planning
10 jurnal Indonesia
10 jurnal Internasional
Tim Dosen UPI. 2005. Administrasi Pendidikan
Pidarta, Made. 2004. *Manajemen Pendidikan Indonesia.* Jakarta: Rineka Cipta
Roesminingsih, MV, Soesarno, Lamijan Hadi. 2011. Teori dan Praktek Pendidikan. Surabaya

	Supporters:

Supporting lecturer	BAMBANG SURATMAN Prof. Dr. Dewie Tri Wijayati Wardoyo, M.Si. Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Dr. Sri Setyowati, M.Pd. Prof. Dr. Eni Wuryani, S.E., M.Si., CMA. Dr. Karwanto, S.Ag., 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%

No							
4							0%
5							0%
6							0%
7							0%
8							0%
9	Understanding the meaning of educational planning	Can understand the meaning of planning in education management	**Criteria:** All students agree	Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50			0%
10	Understand the orientation and scope of Planning in Education Management	Can understand the orientation and scope of Planning in Education Management	**Criteria:** 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %	Student presentation, reflection, evaluation 2 X 50			0%
11	Understand the functions of planning in education management	Can understand the functions of planning in education management	**Criteria:** 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %	Clarification of discussion material Reflection/evaluation 3 X 50			0%
12	Understand the field of study of Planning in Education Management	Can understand the field of study of Planning in Education Management	**Criteria:** 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 2 X 50			0%
13	Understand the Education Management planning process	Can understand the Education Management planning process	**Criteria:** 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %	Clarification of material Discussion Reflection/evaluation 2 X 50			0%
14	Understand planning procedures in education management	Can understand planning procedures in Education Management	**Criteria:** 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %	Clarification of discussion material. Reflection/evaluation. 100 minutes 2 X 50			0%
15	Understanding Planning in various organizational cultural conditions	Can understand planning in various organizational cultural conditions	**Criteria:** 1.Presentation 30% 2.Argumentation 35 % 3.Relevant illustrations 35 %	Clarification of material Discussion Reflection/evaluation 2 X 50			0%
16	UAS	UAS	**Criteria:** UAS	UAS 2 X 50			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.