



**Universitas Negeri Surabaya  
Faculty of Postgraduate School,  
Vocational Education Doctoral Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																	
Vocational Management Study	8300122005		T=2 P=0 ECTS=5.04	5	January 12, 2024																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																		
	Dr. Ir. Achmad Imam Agung, M.Pd. dan Prof. Dr. Joko, M.Pd. MT		.....	Dr. Ratna Suhartini, M.Si.																																																		
<b>Learning model</b>	Case Studies																																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																					
	<b>Program Objectives (PO)</b>																																																					
	<b>PO - 1</b>	Able to prepare reports on Strategic Management, Change Management, the Concept of Putting Problem-Driven Iterative Adaptation and Vocational Education Management including theoretical studies and/or experiments which are expected to be in the form of draft articles ready to be submitted/published in international seminars or reputable international journals																																																				
	<b>PLO-PO Matrix</b>																																																					
		<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>				P.O	PO-1																																															
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PO-1																																																						
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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> </table>				P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																						
<b>Short Course Description</b>	This course studies the concepts of Strategic Management, Change Management, Putting Problem-Driven Iterative Adaptation and applies them to vocational education management efficiently in order to achieve vocational education goals																																																					
<b>References</b>	<b>Main :</b>																																																					
	<ol style="list-style-type: none"> <li>1. 1. Matt Andrews, Lant Pritchett, and Michael Woolcock. 2017. Building State Capability Evidence, Analysis, Action</li> <li>2. 2. Matt Andrews, Lant Pritchett, Salimah Samji and Michael Woolcock. 2015. Building capability by delivering results: Putting ProblemDriven Iterative Adaptation (PDIA) principles into practice. A GOVERNANCE PRACTITIONER'S NOTEBOOK: ALTERNATIVE IDEAS AND APPROACHES © OECD 2015</li> <li>3. 3. King, Kenneth &amp; Robert Palmer. 2010. Planning for Technical and Vocational Skills Development. Paris-France: IIEP Unesco.</li> <li>4. 4. Natarajan. (2010). Management Principles (office secretaryship) Vocational Education Higher Secondary. Tamilnadu Textbook Corporation College Road, Chennai - 600 006. Government of Tamilnadu First Edition.</li> <li>5. 5. Billett, S. (2014). The standing of vocational education: sources of its societal esteem and implications for its enactment. Journal of Vocational Education &amp; Training, 66(1), 1-21.</li> <li>6. 6. Baragi, A. Hagos. 2013. Effectiveness of TVET: Insight from Ethiopia's Reform. TQM Journal</li> <li>7. 7. Lee Kuan Yew School of Public Policy. 2013. Technical and Vocational Education and Training in Indonesia: Challenges and Opportunities for the Future. National University of Singapore</li> <li>8. 8. Werner Eichhorst Núria Rodríguez-Planas Ricarda Schmid Klaus F. Zimmermann. . 2012 .A Roadmap to Vocational Education and Training Systems Around the World</li> <li>9. 9. Mr Tan Seng Hua . 2008. Management of Technical and Vocational Education &amp; Training (TVET) &amp; Training (TVET) Institutions. Principal ITE C I I C t I ITE College Centra</li> <li>10. 10. Professor Brent Davies and John West-Burnham. 2003. Handbook of Educational Leadership and Management. First published in Great Britain in 2003</li> <li>11. 11. Jonni Mardizal dan Nizwardi Jalinus, 2023. Manajemen Dan Kepemimpinan Kepala Sekolah Kejuruan. Eureka Media Aksara, Purbalingga</li> <li>12. 12. Fuad Abdillah, 2020. Manajemen Organisasi Pendidikan Kejuruan. Cerdas Ulet Kreatif, Jember</li> </ol>																																																					
	<b>Supporters:</b>																																																					

<ol style="list-style-type: none"> <li>1. Fernandes, Cristia M. &amp; Marcus Powel. 2009. Employment and Skills Strategies in Southeast Asia: Setting The Scene. Paris-France: Local Economic and Employment Development Program.</li> <li>2. House, David &amp; Daniel Suryadarma. 2009. The Value of Vocational education: High School Type and Labor Market Outcome in Indonesia. World Bank: Policy Research Working Paper.</li> <li>3. Sallis, Eduard. 2003. Total Quality Management in Education. London: Koga Page Ltd.</li> <li>4. Unesco. 2016. Strategy for TVET 2016-2021</li> </ol>							
<b>Supporting lecturer</b>		Prof. Dr. Marniati, S.E., M.M. Prof. Dr. Ismet Basuki, M.Pd. Prof. Dr. Tri Wrahatnolo, M.Pd., M.T. Prof. Dr. Joko, M.Pd., M.T. Dr. Ratna Suhartini, M.Si. Dr. Ir. Achmad Imam Agung, 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	Carrying out strategic management analysis in various fields	Identify management strategies in various fields	<b>Criteria:</b> 1. Management strategies in the vocational field 2. Management strategies in other fields  <b>Form of Assessment :</b> Participatory Activities, Tests	Conduct presentations and discussions about strategic management analysis in various fields 2 X 50	Online	<b>Material:</b> strategic management <b>References:</b> 1. <i>Matt Andrews, Lant Pritchett, and Michael Woolcock. 2017. Building State Capability Evidence, Analysis, Action</i>	4%
2	Carrying out strategic management analysis in various fields	Identify management strategies in various fields	<b>Criteria:</b> 1. Management strategies in the vocational field 2. Management strategies in other fields  <b>Form of Assessment :</b> Participatory Activities	Conduct presentations and discussions about strategic management analysis in various fields 2 X 50		<b>Material:</b> strategic management <b>References:</b> 1. <i>Matt Andrews, Lant Pritchett, and Michael Woolcock. 2017. Building State Capability Evidence, Analysis, Action</i>	4%
3	Analyze various theories and components of change management	1. Analyzing various change management theories 2. Analyzing change management components	<b>Criteria:</b> 1. Completeness of management theory analysis 2. Complete analysis of management components from various sources  <b>Form of Assessment :</b> Participatory Activities	Conduct discussions and analyzes about change management in various fields 2 X 50		<b>Material:</b> Change management <b>References:</b> 4. <i>Natarajan. (2010). Management Principles (office secretaryship) Vocational Education Higher Secondary. Tamilnadu Textbook Corporation College Road, Chennai - 600 006. Government of Tamilnadu First Edition.</i>	4%
4	Analyze and compare change management theories and components	1. Analyzing various change management theories 2. Analyzing change management components	<b>Criteria:</b> 1. Completeness of management theory analysis 2. Complete analysis of management components from various sources  <b>Form of Assessment :</b> Participatory Activities	Conduct discussions and analyzes about change management in various fields 2 X 50		<b>Material:</b> Change management <b>References:</b> 4. <i>Natarajan. (2010). Management Principles (office secretaryship) Vocational Education Higher Secondary. Tamilnadu Textbook Corporation College Road, Chennai - 600 006. Government of Tamilnadu First Edition.</i>	4%

5	Carrying out change management analysis in various fields	Analyzing various applications of change management in vocational education	<p><b>Criteria:</b> Analysis of change management problems in vocational education</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>		Conduct discussions and analyzes about change management in various fields 2 X 50	<p><b>Material:</b> change management <b>References:</b> 4. Natarajan. (2010). <i>Management Principles (office secretaryship) Vocational Education Higher Secondary. Tamilnadu Textbook Corporation College Road, Chennai - 600 006. Government of Tamilnadu First Edition.</i></p>	4%
6	Able to carry out analysis of various stages of PDIA	Completeness of analysis of change management theories	<p><b>Criteria:</b> 1.Completeness of change management analysis from various theories 2.complete analysis of the stages of change management from various theories</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		Analyzing PDIA from various PDIA 2 X 50 stage theories	<p><b>Material:</b> PDIA <b>Bibliography:</b> 2. Matt Andrews, Lant Pritchett, Salimah Samji and Michael Woolcock. 2015. <i>Building capability by delivering results: Putting ProblemDriven Iterative Adaptation (PDIA) principles into practice. A GOVERNANCE PRACTITIONER'S NOTEBOOK: ALTERNATIVE IDEAS AND APPROACHES © OECD 2015</i></p>	4%
7	Analyzing PDIA from various stages of PDIA	Completeness of analysis of change management theories	<p><b>Criteria:</b> 1.Completeness of change management analysis from various theories 2.complete analysis of the stages of change management from various theories</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		Analyzing PDIA from various theories analyzing PDIA 2 X 50 stages	<p><b>Material:</b> PDIA <b>Bibliography:</b> 2. Matt Andrews, Lant Pritchett, Salimah Samji and Michael Woolcock. 2015. <i>Building capability by delivering results: Putting ProblemDriven Iterative Adaptation (PDIA) principles into practice. A GOVERNANCE PRACTITIONER'S NOTEBOOK: ALTERNATIVE IDEAS AND APPROACHES © OECD 2015</i></p>	4%
8	Able to evaluate PDIA and alternative solutions at the institution where they work	<ol style="list-style-type: none"> <li>1. Completeness of analysis of change management theories</li> <li>2. Alternative solution</li> </ol>	<p><b>Criteria:</b> 1.Completeness of change management analysis from various theories 2.complete analysis of the stages of change management from various theories 3. Alternative solution</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		UTS-Analyzing and providing alternative PDIA solutions from various theories analyzing the stages of PDIA 2 X 50	<p><b>Material:</b> PDIA <b>Bibliography:</b> 2. Matt Andrews, Lant Pritchett, Salimah Samji and Michael Woolcock. 2015. <i>Building capability by delivering results: Putting ProblemDriven Iterative Adaptation (PDIA) principles into practice. A GOVERNANCE PRACTITIONER'S NOTEBOOK: ALTERNATIVE IDEAS AND APPROACHES © OECD 2015</i></p>	10%

9	Able to analyze and evaluate educational management and leadership	1.Educational Management 2.Educational Leadership	<b>Criteria:</b> 1.Completeness of educational management analysis 2.Complete educational leadership analysis  <b>Form of Assessment :</b> Participatory Activities		Educational management and leadership	<b>Material:</b> Educational Management and Leadership <b>References:</b> 9. Mr Tan Seng Hua . 2008. <i>Management of Technical and Vocational Education &amp; Training (TVET) &amp; Training (TVET) Institutions. Principal ITE C II C tl ITE College Centra</i>  <b>Material:</b> Educational Management and Leadership <b>References:</b> 11. Jonni Mardizal and Nizwardi Jalinus, 2023. <i>Management and Leadership of Vocational School Principals. Eureka Media Aksara, Purbalingga</i>	4%
10	Able to analyze educational management and leadership in their respective institutions	1.Educational Management 2.Educational Leadership	<b>Criteria:</b> 1.Completeness of educational management analysis 2.Complete educational leadership analysis  <b>Form of Assessment :</b> Participatory Activities		Analyzing Educational management and leadership 2 X 50	<b>Material:</b> Educational Management and Leadership <b>References:</b> 9. Mr Tan Seng Hua . 2008. <i>Management of Technical and Vocational Education &amp; Training (TVET) &amp; Training (TVET) Institutions. Principal ITE C II C tl ITE College Centra</i>  <b>Material:</b> Educational Management and Leadership <b>References:</b> 11. Jonni Mardizal and Nizwardi Jalinus, 2023. <i>Management and Leadership of Vocational School Principals. Eureka Media Aksara, Purbalingga</i>	4%

11	Analyzing educational management and leadership problems and providing alternative solutions	1.Educational Management 2.Educational Leadership	<b>Criteria:</b> 1.Completeness of educational management analysis 2.Complete educational leadership analysis  <b>Form of Assessment :</b> Participatory Activities		Analyzing Educational management and leadership 2 X 50	<b>Material:</b> Educational Management and Leadership <b>References:</b> 9. Mr Tan Seng Hua . 2008. <i>Management of Technical and Vocational Education &amp; Training (TVET) &amp; Training (TVET) Institutions. Principal ITE C II C tl ITE College Centra</i>  <b>Material:</b> Educational Management and Leadership <b>References:</b> 11. Jonni Mardizal and Nizwardi Jalinus, 2023. <i>Management and Leadership of Vocational School Principals. Eureka Media Aksara, Purbalingga</i>	4%
12	Analyzing problems and alternative solutions for Educational management and leadership in each institution	1.Educational Management 2.Educational Leadership	<b>Criteria:</b> 1.Completeness of educational management analysis 2.Complete educational leadership analysis  <b>Form of Assessment :</b> Participatory Activities		Analyzing Educational management and leadership 2 X 50	<b>Material:</b> Educational Management and Leadership <b>References:</b> 9. Mr Tan Seng Hua . 2008. <i>Management of Technical and Vocational Education &amp; Training (TVET) &amp; Training (TVET) Institutions. Principal ITE C II C tl ITE College Centra</i>  <b>Material:</b> Educational Management and Leadership <b>References:</b> 12. Fuad Abdillah, 2020. <i>Management of Vocational Education Organizations. Smart Tenacious Creative, Jember</i>	5%

13	Analyze, evaluate and provide assessments on the implementation of management and leadership in vocational education	1.Educational Management 2.Educational Leadership	<b>Criteria:</b> 1.Completeness of educational management analysis 2.Complete educational leadership analysis  <b>Form of Assessment :</b> Participatory Activities	Analyzing Educational management and leadership 2 X 50	<b>Material:</b> Educational Management and Leadership <b>References:</b> 9. Mr Tan Seng Hua . 2008. <i>Management of Technical and Vocational Education &amp; Training (TVET) &amp; Training (TVET) Institutions.</i> Principal ITE C II C tl ITE College Centra  <b>Material:</b> Educational Management and Leadership <b>References:</b> 12. Fuad Abdillah, 2020. <i>Management of Vocational Education Organizations.</i> Smart Tenacious Creative, Jember	5%
14	Analyze, evaluate and provide assessments on the implementation of management and leadership in vocational education	Vocational Education Management	<b>Criteria:</b> 1.Completeness of vocational education management analysis 2.Completeness of problem solving analysis in vocational education management  <b>Form of Assessment :</b> Participatory Activities	Analyzing in vocational education management Analyzing problem solving in vocational education management	<b>Material:</b> Vocational Education Management and Problem Solving in Vocational Education Management <b>References:</b> 10. Professor Brent Davies and John West-Burnham. 2003. <i>Handbook of Educational Leadership and Management.</i> First published in Great Britain in 2003	10%
15	Compile articles referring to vocational education management problems. Articles use IEEE templates	Compiling Vocational Education Management articles	<b>Criteria:</b> Suitability of the article to vocational education management problems  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	UAS- Compose articles referring to vocational education management problems. Articles use the IEEE 2 X 50 template	<b>Material:</b> Articles related to vocational education management issues <b>References:</b> 3. King, Kenneth & Robert Palmer. 2010. <i>Planning for Technical and Vocational Skills Development.</i> Paris-France: IIEP Unesco.	10%
16	Compose articles referring to vocational education management problems. Articles use IEEE templates and present	Compiling Vocational Education Management articles	<b>Criteria:</b> Suitability of the article to vocational education management problems  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Compile articles referring to vocational education management problems. Articles use the IEEE 2 X 50 template	<b>Material:</b> Articles related to vocational education management issues <b>References:</b> 3. King, Kenneth & Robert Palmer. 2010. <i>Planning for Technical and Vocational Skills Development.</i> Paris-France: IIEP Unesco.	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	81%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	7%
4.	Test	2%
		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.