



**Universitas Negeri Surabaya**  
**Faculty of Education, Master of Education**  
**Education Management Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Organizational Development and Educational Innovation	8610404113		T=2	P=0	ECTS=4.48	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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**Learning model**      Project Based Learning

**Program Learning Outcomes (PLO)**      PLO study program which is charged to the course

<b>PLO-5</b>	Able to Manifest the Character "Intelligent, Religious, Noble Character, Independent, Caring, Academic Ethics and Resilient in the Field of Work, Daily Behavior in Society and State
<b>PLO-6</b>	Able to develop logical, critical, systematic, creative, productive thinking through scientific research and work practices by applying an interdisciplinary or multidisciplinary approach in making decisions as proven by performance in the field of education management
<b>PLO-9</b>	Able to manage learning at all types and levels of education and demonstrate professional performance and be responsible for work in the field of education management independently
<b>PLO-10</b>	Able to apply concepts, theories and practices of educational leadership, educational management, educational organizations, educational supervision using research methods, statistical concepts in various interdisciplinary and multidisciplinary environmental conditions

**Program Objectives (PO)**

**PO - 1**      able to understand and develop organizational models and educational innovations

**PLO-PO Matrix**

P.O	PLO-5	PLO-6	PLO-9	PLO-10
PO-1				

**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
PO-1																

**Short Course Description**      This educational organization development course assumes that the success of organizing an educational organization is very dependent on the strength of the academic concepts and organizational theories it uses. The importance of mastering this meaning and the function of theory, as well as developing organizational theories, is a demand in the professional practice of organizing educational organizations. The need to identify theoretical problems, historical perspectives, completeness and elaboration of concepts accompanied by justification of empirical phenomena, study of educational organization theories

**References**      **Main :**

1. Siahaan, A. 2012. Manajemen Perubahan. Citapustaka Media Perintis: Bandung
2. Saefullah, A. & Rusdiana, A. 2015. Manajemen Perubahan. Bandung: Pustaka Setia
3. Husni, K. 2015. Manajemen Perubahan Sekolah. Bandung: Pustaka Setia
4. Wibowo. 2016. Manajemen Perubahan. Bandung: Rajawali Pers
5. McCabe, D. 2020. Changing Change Management: Strategy, Power and Resistance. London: Routledge

**Supporters:**

Supporting lecturer		Dr. Meini Sondang Sumbawati, M.Pd. Prof. Dr. Mustaji, M.Pd. Dr. Sri Setyowati, M.Pd. Dr. Karwanto, S.Ag., M.Pd. Dr. Wiwin Yulianingsih, S.Pd., M.Pd. Ainur Rifqi, 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	1. Students know the objectives of the Organizational Development and Educational Innovation course. 2. Students know the competencies that must be achieved in the Organizational Development and Educational Innovation course. 3. Students make a lecture contract that is agreed upon with the lecturer. 4. Students know references that are relevant to lectures.	1. Students can understand the study of lecture material which must be mastered well. 2. Students know the things that are agreed upon for the smooth running of lectures. 3. Students identify relevant sources or references.	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Lectures and questions and answers 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
2	Students understand the basic concepts of educational organizational development	Students are able to explain the basic concepts of educational organizational development	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Lecture method, question and answer, discussion, direct teaching via online video or 2 X 50 gadget		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
3	Students understand the basic concepts of educational innovation	Students are able to explain the basic concepts of educational innovation	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Lecture methods, question and answer, discussion, direct teaching via online videos or gadgets. 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
4	Students understand organizational context mapping	1. Students are able to explain the concept of organizational context mapping and its analysis 2. Students are able to map organizations based on organizational context	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	8%

5	Students understand the educational innovation process	1. Students are able to explain the innovation process in educational institutions. 2. Students are able to analyze the innovation process in educational development practices	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
6	Students understand educational innovation models	1. Students are able to explain educational innovation models 2. Students are able to analyze innovation models in the development of educational organizations 3. Students are able to conclude educational innovation models	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
7	Students understand strategies for implementing educational innovation	1. Students are able to explain strategies for implementing educational innovation 2. Students are able to analyze strategies for implementing educational innovation 3. Students are able to conclude strategies for implementing educational innovation	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
8	Students are able to understand the basic concepts of educational organizational development, educational innovation, educational innovation processes, educational innovation models, and strategies for implementing educational innovation.	1. Students are able to answer questions about the basic concepts of educational organizational development correctly 2. Students are able to answer questions about the basic concepts of educational innovation correctly 3. Students are able to answer questions about the educational innovation process correctly 4. Students are able to answer questions about educational innovation models correctly 5. Students are able to answer questions about strategies for implementing educational innovation correctly	<b>Criteria:</b> able to present, answer and choose illustrations  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Working on USS 2 X 50 questions		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	20%

9	Students understand the culture of educational organizations	1. Students are able to explain the culture of educational organizations 2. Students are able to analyze the culture of educational organizations 3. Students are able to conclude the culture of educational organizations	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
10	1. Students understand the concept of monitoring and evaluating organizational development and educational innovation 2. Students are able to interpret monitoring and evaluation in organizational development and educational innovation	1. Students are able to explain the concept of monitoring and evaluation of organizational development and educational innovation 2. Students are able to formulate monitoring and evaluation in organizational development and educational innovation 3. Students are able to conclude the concept of monitoring and evaluation of organizational development and educational innovation	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
11	Students understand organizational development and educational innovation in the context of educational institutions	1. Students are able to observe educational organizations and innovations in educational institutions 2. Students are able to map organizational development and educational innovation in educational institutions	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	15%
12	Students understand organizational context mapping, organizational development, and educational innovation	1. Students are able to map the organizational context based on the results of observations made. 2. Students are able to develop educational organizations by making innovations based on the results of observations made	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Group Work 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%

13	Students understand organizational context mapping, organizational development, and educational innovation	1. Students are able to explain organizational context mapping, organizational development, and educational innovation based on observation results. 2. Students are able to explore organizational context mapping, organizational development, and educational innovation	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Presentation and discussion 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
14	Students understand the implementation of monitoring and evaluation of organizational development and educational innovation	1. Students are able to explain the components of monitoring and evaluation for organizational development and educational innovation 2. Students are able to prepare monitoring and evaluation instruments for organizational development and educational innovation	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Practice 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	15%
15	Students are able to reflect on organizational development and educational innovation at the educational unit level textually and contextually	1. Students are able to create a comprehensive concept map of organizational development and educational innovation 2. Students are able to explain orally the scope of organizational development and educational innovation	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities	Lectures, questions and answers, and assignments 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	2%
16	Students are able to reflect on organizational development and educational innovation at the educational unit level textually and contextually	1. Students are able to create a comprehensive concept map of organizational development and educational innovation 2. Students are able to explain orally the scope of organizational development and educational innovation	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers, and assignments 2 X 50		<b>Material:</b> bisoprick organizational models and educational innovation by glan unruh <b>Reference:</b> <i>Siahaan, A. 2012. Change Management. Citapustaka Media Pioneer: Bandung</i>	20%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	80%
2.	Project Results Assessment / Product Assessment	20%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.