

		<p style="text-align: center;"><b>Universitas Negeri Surabaya</b>  <b>Faculty of Vocational Studies</b>  <b>D4 Public Administration Study Program</b></p>						<p style="text-align: center;">Document Code</p>																																																			
<b>SEMESTER LEARNING PLAN</b>																																																											
Courses		CODE		Course Family		Credit Weight		SEMESTER	Compilation Date																																																		
Training Evaluation		6330103040				T=1 P=0 ECTS=1.59		4	July 17, 2024																																																		
AUTHORIZATION		SP Developer			Course Cluster Coordinator			Study Program Coordinator																																																			
								Dr. Weni Rosdiana, S.Sos., M.AP.																																																			
Learning model	Case Studies																																																										
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																										
	Program Objectives (PO)																																																										
	PLO-PO Matrix																																																										
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">P.O</div>																																																									
	PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td style="height: 40px;"></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																	
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Short Course Description	This course discusses training needs analysis, preparation of training programs, training needs analysis methods, standardization of training preparation, training management, training evaluation models, implementation of training evaluation, ethical and moral assessment of training, follow-up to training evaluation. Learning is carried out for one semester using a project-based learning approach, learning methods using discussions, and individual and group assignments. Assessment is carried out through written tests, performance tests and portfolios.																																																										
References	Main :																																																										
	1. Hani Handoko dkk.2014. Manajemen Diklat. Gava Media: Jogjakarta 2. Nurjaman, Kadar.2014. Manajemen Personalialia.Pustaka Setia: Bandung 3. Kamil,Mustofa. 2012. Model Pendidikan dan Pelatihan (Konsep dan Aplikasi). Alfabeta. Bandung 4. Handoko,Hani. 2012. Manajemen Personalialia dan Sumber Daya Manusia. BPFE. Yogyakarta 5. Murtie,Afin. 2012. Menciptakan Sumber Daya Manusia yang Handal dengan Traini. LaskarAksara. Jakarta 6. Kaswan.2011. Pelatihan dan Pengembangan untuk Meningkatkan Kinerja Sumber DayaManusia. Alfabeta.Bandung 7. Notoatmodjo. Soekidjo,2009. Pengembangan Sumber Daya Manusia . Rineka Cipta																																																										
	Supporters:																																																										
Supporting lecturer	Dian Arlupi Utami, S.Sos., M.AP. Yuni Lestari, S.AP., M.AP.																																																										
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 are able to explain and understand the basic concepts of employee development	Understand the basic concepts of human resource development		PresentationDiscussionQuestions and answers 3 X 50			0%																																																				

2	Students are able to understand and explain the concept of employee development	1.Understand the relationship between HR development and human needs 2.Understand the factors and scope that influence HR development		PresentationDiscussionQuestions and answers 3 X 50			0%
3	Students can explain the urgency of employee training for employee development	1.Explain the importance of employee training in human resource development 2.Know and understand the employee training cycle		PresentationDiscussionQuestions and answers 3 X 50			0%
4	Students are able to explain and understand the types and methods of training	1. Understanding and Explaining Types of Employee Training 2.Understand and explain employee training methods		Lecture Group Presentation Discussion and Questions and Answers 3 X 50			0%
5	Students are able to explain and understand the types and methods of training	1. Understanding and Explaining Types of Employee Training 2.Understand and explain employee training methods		Lecture Group Presentation Discussion and Questions and Answers 3 X 50			0%
6	Students can explain and understand the objectives of employee training and the employee training curriculum	1.Explain and understand the objectives of employee training 2.Explaining and Understanding the Employee Training Curriculum		Presentation Discussion Questions and Answers 3 X 50			0%
7	Students are able to understand and explain learning methods and media (tools) in employee training	1. Understanding and Explaining Learning Methods in Employee Training 2. Understanding and Explaining Media (Aids) in Employee Training		Presentation Discussion Questions and Answers 3 X 50			0%
8	Midterm exam	Midterm exam		Written Exam 3 X 50			0%

9	Students are able to understand and explain Employee Training Evaluation	1.Able to understand and explain measurement classifications in training evaluation 2.Able to understand and explain various measuring instruments (Assessment Tests) in training evaluation		Presentation Discussion Questions and Answers 3 X 50			0%
10	Students are able to understand and explain Employee Training Evaluation	1.Able to understand and explain the determination of assessment scores 2.Able to understand and explain the scoring system and the requirements for a good measurement tool		Presentation Discussion Questions and Answers 3 X 50			0%
11	Students are able to understand and explain Employee Training Evaluation	Able to understand and explain the steps in evaluating employee training		Presentation Discussion Questions and Answers 3 X 50			0%
12	Students are able to plan/design training proposals by paying attention to applicable rules	Create a Training Proposal Plan/Design		Practice Making 3 X 50 Training Proposal Plans/Designs			0%
13	Students are able to plan/design training proposals by paying attention to applicable rules	Create a Training Proposal Plan/Design		Group Presentation of 3 X 50 Training Proposal Plans/Designs			0%
14	Students are able to evaluate employee training programs	Able to evaluate training programs in an organization		Practice of evaluating training programs in an organization 3 X 50			0%
15	Students are able to evaluate employee training programs	Able to evaluate training programs in an organization		Group presentation of assignments resulting from evaluation of training programs in an organization 3 X 50			0%
16	Students are able to evaluate employee training programs	Able to evaluate training programs in an organization		Group presentation of assignments resulting from evaluation of training programs in an organization 3 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** 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.