



**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
Advanced Training Management	8610402111	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	August 2, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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<b>Learning model</b>	<b>Project Based Learning</b>
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**Program Learning Outcomes (PLO)** **PLO study program that 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-8</b>	Able to design planning and development of educational management and leadership models for various types and levels of education, solve problems and provide advocacy in the management and leadership of educational institutions through interdisciplinary and/or multidisciplinary approaches according to community needs and context.

**Program Objectives (PO)**

<b>PO - 1</b>	Identify the scope of training management
<b>PO - 2</b>	Students are able to analyze the andragogical approach to implementing Education, Training and Development management
<b>PO - 3</b>	Students are able to differentiate training principles from educational principles
<b>PO - 4</b>	Students are able to master training methods and models that are appropriate to the intended targets
<b>PO - 5</b>	Students are able to design training and carry out training needs analysis
<b>PO - 6</b>	Students are able to make plans according to needs analysis data
<b>PO - 7</b>	Students are able to carry out training in groups based on the plans made
<b>PO - 8</b>	Students are able to evaluate the training carried out based on the theory they have learned

**PLO-PO Matrix**

		P.O	PLO-5	PLO-6	PLO-8
	PO-1				
	PO-2				
	PO-3				
	PO-4				
	PO-5				
	PO-6				
	PO-7				
	PO-8				

**PO Matrix at the end of each learning stage (Sub-PO)**

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	<table border="1"> <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>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> <tr><td>PO-2</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> <tr><td>PO-3</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> <tr><td>PO-4</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> <tr><td>PO-5</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> <tr><td>PO-6</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> <tr><td>PO-7</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> <tr><td>PO-8</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																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																	PO-7																	PO-8																
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**Short Course Description** This course discusses the scope of training, andragogy approach, HR development management, Human Resources Project Management, Training and development, Design of Training Models and Learning Theory for Adults, evaluation and current training trends which are packaged in the PjBL learning model

**References**

**Main :**

1. Silberman, M Auerbach, C. 2013. Active Training; pedoman Praktis tentang Teknik, Desain, contoh Kasus dan Kiat. Nusa Media. Bandung.
2. Sudjana S.2007. Sistem dan Manajemen Pelatihan . Teori dan Aplikasi.Falah Production.Bandung.
3. Prof. Dr. Suparno Eko Widodo, M.M.2018. Manajemen Pelatihan. Pustaka Pelajar. Yogyakarta.
4. Prof. Dr. Suparno Eko Widodo, M.M. 2021. Evaluasi Program Pelatihan. Pustaka Pelajar. Yogyakarta

**Supporters:**

1. Hamalik, O. 2005. Pengembangan Sumber Daya Manusia: Manajemen Pelatihan Ketenagakerjaan Pendekatan Terpadu. Jakarta: PT Bumi Aksara
2. Nadler, L. 1982. Designing Training Programs: The Critical Events Model. Reading Massachusetts: Addison Wesley Publishing Company
3. Atmodiwirio, S. 2002. Manajemen Pelatihan. Jakarta: PT Ardazizya Jaya
4. Lembaga Administrasi Negara (LAN) RI. 2008. Manajemen SDM, Keuangan dan Materiil. Modul Pendidikan dan Pelatihan Kepemimpinan Tingkat IV
5. Gary Dessler. 2016. Human Resource Management Always learning, E15. Pearson Higher Education
6. Michel Syrett and Jean Lammiman. 2003. Global Training and Development: Training and Development 11.2 Express Exec. United Kingdom. Capstone Publishing
7. Vivien Martin. 2006. Managing Projects in Human Resources, Training & Development . Kogan Page Publishers
8. Irene Visscher-Voerman Kent L. Gustafson. Paradigms in the Theory and Practice of Education and Training Design.
9. Darryl L. Sink. Design Model and learning Theories for adult.
10. P Tamkin, J Yarnall, M Kerrin. 2002. Kirkpatrick and Beyond : a review of training evaluation. The Institute For Employment Studies
11. Vladimir L. Uskov, Robert J. Howlett, Lakhmi C. Jain . 2020. Smart Education and e-Learning 2020. springer
12. Kaniati Amalia. Emy R dkk. 2023. Pelatihan Pemahaman CP dan Penyusunan TP serta ATP dalam pembelajaran Berdiferensiasi dalam Kurikulum Merdeka. Journal of Community Engagement in Educational

**Supporting lecturer** Dr. Emy Roesminingsih, M.Si.  
Dr. Diana Rahmasari, S.Psi., M.Si., Psikolog.  
Dr. Karwanto, S.Ag., M.Pd.  
Dr. Kaniati Amalia, M.Pd.  
Dr. Hitta Alfi Muhimmah, 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	Students are able to understand the meaning of training, scope of training and learning contracts	☐ Students can find the meaning of training and have insight into the scope of training	<b>Criteria:</b> Observation Results <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Understanding Training, Scope of Training <b>Reference:</b> Nadler, L. 1982. Designing Training Programs: The Critical Events Model. Reading Massachusetts: Addison Wesley Publishing Company	3%
2	Students are able to understand the concepts of education, training and development	Students can analyze the concepts of education, training and development	<b>Criteria:</b> Discussion results <b>Form of Assessment :</b> Participatory Activities	Brainstorming, Instruction Guide 2 x 50	rainstorming, Instruction Guide 2 X 50	<b>Material:</b> Concepts of Education, Training and Development <b>Library:</b> Sudjana S.2007. Training Systems and Management. Theory and Application.Falah Production.Bandung.	2%

3	Students are able to understand the Andragogy Approach to the Education and Training concept	<ol style="list-style-type: none"> <li>1. Students can find an understanding of the Andragogy approach and be able to apply it in training</li> <li>2. Students can differentiate between training principles and education and development principles</li> </ol>	<p><b>Criteria:</b></p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Brainstorming, Instruction Guide 2 x 50	Brainstorming, Instruction Guide 2 X 50	<p><b>Material:</b> Andragogical Approach <b>Reader:</b> Prof. Dr. Suparno Eko Widodo, MM2018. Training Management. Student Library. Yogyakarta.</p>	3%
4	Students are able to understand the concept of human resource development and the basic principles of human resource development	<ol style="list-style-type: none"> <li>1. Students are able to understand the concept of human resource development</li> <li>2. Students are able to identify the Basic Principles of Human Resource Development</li> </ol>	<p><b>Criteria:</b> Performance assessment</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lecture 2 x 50	Interactive lecture 2 X 50	<p><b>Material:</b> Concept of training and development of Human Resources <b>Reader:</b> Gary Dessler. 2016. Human Resource Management Always learning, E15. Pearson Higher Education</p> <hr/> <p><b>Material:</b> Development Management Concepts and State of the Art <b>Library:</b> Michel Syrett and Jean Lammiman. 2003. Global Training and Development: Training and Development 11.2 Express Exec. United Kingdom. Capstone Publishing</p>	5%
5	Students are able to understand Managing Projects in Human Resources, Training and development	<ol style="list-style-type: none"> <li>1. Can identify Projects in Human Resources</li> <li>2. Can find training and development needs</li> </ol>	<p><b>Criteria:</b> Performance assessment</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lecture 2 x 50	Interactive lecture 2 X 50	<p><b>Material:</b> Human Resources Development, Training and Development <b>Library:</b> Vivien Martin. 2006. Managing Projects in Human Resources, Training &amp; Development. Kogan Page Publishers</p>	5%
6	<ol style="list-style-type: none"> <li>1. Students are able to understand the Training Model</li> <li>2. Students are able to design training models that are in accordance with the principles of andragogy</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can identify appropriate training models based on needs analysis</li> <li>2. Students are able to design appropriate training models based on needs analysis in accordance with andragogy principles</li> <li>3. Students are able to determine the appropriate training model based on needs analysis</li> </ol>	<p><b>Criteria:</b> Performance assessment</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive lecture 2 x 50	Interactive lecture 2 X 50	<p><b>Material:</b> Training Models <b>Reader:</b> Irene Visscher-Voerman Kent L. Gustafson. Paradigms in the Theory and Practice of Education and Training Design.</p> <hr/> <p><b>Material:</b> Adult Education Concepts <b>Reference:</b> Darryl L. Sink. Design Model and learnig Theories for adults.</p>	5%

7	Students are able to identify learning trends in 2020	Students are able to identify training needs that are in line with 2020 learning trends	<b>Criteria:</b> Presentation Results  <b>Form of Assessment :</b> Participatory Activities	Interactive lecture 2 x 50	Interactive lecture 2 X 50	<b>Material:</b> Education and Training Evaluation <b>Literature:</b> P Tamkin, J Yarnall, M Kerrin. 2002. <i>Kirkpatrick and Beyond: a review of training evaluation. The Institute For Employment Studies</i>	5%
8	Sub Summative Exam (Mid Semester)	UTS	<b>Criteria:</b> UTS	UTS 2 x 50	UTS 2 X 50	<b>Material:</b> Meeting Material 1-7 <b>Reference:</b> Sudjana S.2007. <i>Training Systems and Management. Theory and Application.</i> Falah Production.Bandung.	20%
9	Students are able to understand Training Evaluation, Training Models and Steps in the Training Program	1. Students are able to analyze trends in training programs that are currently developing. 2. Students are able to understand the trends in training programs that are currently developing.	<b>Criteria:</b> Presentation Results  <b>Form of Assessment :</b> Participatory Activities	Interactive lecture 2 x 50	Interactive lecture 2 X 50	<b>Material:</b> training management <b>References:</b> Silberman, M Auerbach, C. 2013. <i>Active Training; Practical guidance on Engineering, Design, Case examples and Tips.</i> Nusa Media. Bandung.	5%
10	Students can prepare a Stage 1 Training Proposal	Students can prepare a Training Proposal	<b>Criteria:</b> Performance assessment  <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Preparation of Library Training Proposal :	6%
11	Students can prepare a Stage 2 Training Proposal	Students can prepare a Training Proposal	<b>Criteria:</b> Performance assessment  <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Preparation of Training Proposals <b>Library:</b> Sudjana S.2007. <i>Training Systems and Management. Theory and Application.</i> Falah Production.Bandung.	6%
12	Students can carry out Phase 1 Online Training	Students can carry out online training	<b>Criteria:</b> Presentation Results  <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Implementation of Online Training <b>Reference:</b> Sudjana S.2007. <i>Training Systems and Management. Theory and Application.</i> Falah Production.Bandung.	6%
13	Students can carry out Phase 2 Online Training	Students can carry out online training	<b>Criteria:</b> Presentation Results  <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Implementation of Online Training <b>Reference:</b> Sudjana S.2007. <i>Training Systems and Management. Theory and Application.</i> Falah Production.Bandung.	6%
14	Students can carry out Phase 3 Online Training	Students can carry out online training	<b>Criteria:</b> Presentation Results  <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Implementation of Online Training <b>Reference:</b> Sudjana S.2007. <i>Training Systems and Management. Theory and Application.</i> Falah Production.Bandung.	6%

15	Students can present the results of implementing online training	Students can present the results of implementing online training	<b>Criteria:</b> Presentation Results  <b>Form of Assessment :</b> Participatory Activities		Discovery Learning 2 X 50	<b>Material:</b> Implementation of Online Training <b>Reference:</b> Sudjana S.2007. <i>Training Systems and Management. Theory and Application.</i> Falah Production.Bandung.	7%
16	UAS	UAS	<b>Criteria:</b> UAS  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment		UAS 2 x 50	<b>Material:</b> Meeting Material 9-15 <b>Reader:</b> Mujiman. 2007. <i>Harris. Training Management, Self-based</i>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Project Results Assessment / Product Assessment	30%
		100%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.