



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
Needs Assessment and Educational Planning	8610402005	MKK	T=2	P=0	ECTS=4.48	2	February 9, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Nunuk Hariyati, S.Pd., M.Pd.				Dr. Amrozi Khamidi, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																			
	PLO-5	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																																																																																																		
	PLO-10	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	Students are able to internalize the character of "intelligent, innovative, noble, independent, caring, academically ethical and committed to developing new ideas in needs assessment and educational planning courses.																																																																																																		
	PO - 2	Students are able to develop knowledge and practice through the process of abstracting the scope of needs assessment and educational planning so as to produce innovative and tested work																																																																																																		
	PO - 3	Students are able to solve problems through the process of identifying educational needs, planning techniques, design development, planning approaches, implementation, evaluation, and follow-up planning through an inter or multidisciplinary approach																																																																																																		
	PLO-PO Matrix																																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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> </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																
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Short Course Description	Needs assessment and educational planning courses equip students to be able to abstract basic concepts, principles, strategies, approaches, models and steps for needs assessment and educational planning and be able to identify educational needs in the 21st century. Develop development and improvement plans for institutions education through techniques and methods in educational planning. Learning is carried out on a project basis, namely with exploration, assessment, interpretation, synthesis and information activities. The output of this lecture is that students are able to produce a book based on the results of the study conducted.
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References	Main :

1. Cunningham, W.G. 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.
2. Aggarwal, YP., & Thakur, RS. 2003. Concepts and Terms in Educational Planning: A guidebook. Operations Research and Systems Management Unit: National Institute of Educational Planning and Administration.
3. Banta, TW & Palomba, CA. 2015. Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. USA: Jossey-Bass
4. Bird, Jayson. 2017. Educational Planning and Management. USA: College Publishing House
5. Duke, DL., Carr, Marsha., & William, S. 2013. The School Improvement Planning Handbook: Getting Focused for Turnaround. United States of America: Rowman & Littlefield Education
6. Gupta, Kavita. 2007. A Practical Guide to Needs Assessment. San Fransisco: John Wiley & Sons
7. Hargreaves, DH & Hopkins, David. 1994. Development Planning For School Improvement. New York: British Library Cataloguing in Publication data
8. Harris, Alma., & Chrispeels, JH. 2006. Improving Schools and Educational Systems: International Perspectives. New York: Routledge.
9. Hayden, Mary., & Thompson, Jeff. 2008. International Schools: Growth and Influence. Paris: UNESCO International Institute for Educational Planning
10. Leigh, NG., French, SP., Guhathakurta, S., & Stiffler, B. 2020. The Roudledge Handbook of International Planning Education. New York: Routledge.
11. McCawley, Paul F. Methods for Conducting an Educational Need Assessment: Guidelines for Cooperative Extension System Professionals. University of Idaho
12. Middaugh, Michael F. 2010. Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness. San Fransisco: John Wiley & Sons, Inc
13. Shute, Valerie J., & Becker, Betsy Jane. 2010. Innovative Assessment for The 21st Century. New York: Springer
14. Stefaniak, J.E. 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge
15. Stufflebeam, DL., McCormick, CH., Brinkerhoff, RO., & Nelson, CO. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Nijhoff Publishing
16. Tahir, Bilal. Educational Planning (Need based and Value based: An Indian Perspective). Jamima Millia Islamia
17. Thompson, J & Hayden, m. 2008. Internasional Schools: Growth and Influence. Paris: UNESCO.

Supporters:

1. Artikel dalam Jurnal Nasional dan Internasional Bereputasi

Supporting lecturer

Dr. Soedjarwo, M.S.
Dr. Karwanto, S.Ag., M.Pd.
Dr. Nunuk Hariyati, 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	Students are able to understand and build commitment in the lecture contract for the Educational Needs Assessment and Planning course for 1 semester	<ol style="list-style-type: none"> 1. Students know the objectives of the Educational Needs Assessment and Planning course 2. Students know the competencies that must be achieved in the Educational Needs Assessment and Planning course 3. Students make a lecture contract which is agreed with the lecturer 4. Students know references that are relevant to lectures 	<p>Criteria: Activeness and Participation</p> <p>Form of Assessment : Participatory Activities, Tests</p>	Cooperative Learning, Discussion, Questions and Answers 2 X 50		<p>Material: Basic concepts of needs assessment References: Stufflebeam, DL., McCormick, CH., Brinkerhoff, RO., & Nelson, CO. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Nijhoff Publishing</p> <p>Material: Needs Assessment Approach Bibliography: Stufflebeam, DL., McCormick, CH., Brinkerhoff, RO., & Nelson, CO. 1985. Conducting Educational Needs Assessment. USA: Kluwer-Nijhoff Publishing</p>	2%

2	Students are able to abstract the concept of needs assessment and planning in the field of education in depth as demonstrated through active student responses in forums and asking questions related to the topic	1.Students are able to: conceptualize needs assessments in the field of education universally 2.conceptualize universal educational planning	Criteria: - Form of Assessment : Participatory Activities	Cooperative Learning, Discussion, Questions and Answers 2 X 50		Material: Concept of needs assessment and planning References: <i>Stefaniak, JE 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge</i>	2%
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3	<p>Students are able to explore, synthesize and interpret basic concepts, approaches, educational needs assessment models and steps in determining holistic educational needs assessment strategies</p>	<ol style="list-style-type: none"> 1. Students are able to: Conceptualize the definition of educational needs assessment 2. Attributing approaches to educational needs assessment 3. Conceptualizing educational needs assessment models 4. Understand and determine the steps for assessing educational needs 5. Understand and develop educational needs assessment strategies 	<p>Criteria: Turnitin test results below 30%</p> <p>Form of Assessment : Participatory Activities</p>		<p>Project Based Learning (PjBL) 2 X 50</p>	<p>Material: Definition of educational needs assessment Reference: <i>Stefaniak, JE 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge</i></p> <hr/> <p>Material: Approaches to assessing educational needs References: <i>Stefaniak, JE 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge</i></p> <hr/> <p>Material: Educational needs assessment models References: <i>Stefaniak, JE 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge</i></p> <hr/> <p>Material: Steps for assessing educational needs References: <i>Stefaniak, JE 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge</i></p> <hr/> <p>Material: Educational needs assessment strategies Reference: <i>Stefaniak, JE 2021. Needs Assessment for Learning and Performance: Theory, Process, and Practice. New York: Routledge</i></p>	3%
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4	Students are able to explore, synthesize and interpret educational needs in terms of policy, economics, geography, culture and social as well as holistically assess needs in the 21st Century.	<ol style="list-style-type: none"> 1. Students are able to: Understand educational needs in the 21st century 2. Identifying educational needs in the 21st century in terms of policy, economics, geography, politics, culture and social 3. Determining criteria for assessing educational needs in the 21st century 	<p>Criteria: Turnitin test below 30%</p> <p>Form of Assessment : Participatory Activities</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: Assessment of Educational Needs in the 21st Century</p> <p>References: <i>Gupta, Kavita. 2007. A Practical Guide to Needs Assessment. San Francisco: John Wiley & Sons</i></p>	3%
5	Students are able to explore, synthesize and interpret the concept of educational planning along with its characteristics and principles comprehensively	<ol style="list-style-type: none"> 1. Conceptualizing the definition of educational planning 2. Determining approaches in educational planning 3. Characterize educational planning and attribute the principles of its implementation 	<p>Criteria: Turnitin test below 30%</p> <p>Form of Assessment : Participatory Activities, Tests</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: Definition of educational planning</p> <p>Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p> <hr/> <p>Material: Approaches to educational planning</p> <p>Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p> <hr/> <p>Material: Educational planning and attributing principles to its implementation</p> <p>Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p>	3%

6	Students are able to explore, synthesize and interpret models and approaches, procedures, strategies and educational planning holistically	<ol style="list-style-type: none"> 1. Understand and determine models in educational planning in accordance with the era of industrial revolution 4.0 2. Identify procedures in educational planning 3. Conceptualizing strategic planning in the field of education 4. Develop procedures for carrying out operational planning 5. Conceptualizing operational planning in the field of education 6. Develop procedures for carrying out strategic planning 	<p>Criteria: Turnitin test below 30%</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning (PjBL) 2 X 50		<p>Material: Models in educational planning Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p> <p>Material: Procedures in educational planning Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p> <p>Material: Strategic planning in the field of education Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p>	4%
7	Students are able to explore, synthesize and interpret operational planning and its procedures and budget planning and its procedures in a comprehensive and in-depth manner	<ol style="list-style-type: none"> 1. Conceptualizing operational planning in the field of education 2. Develop procedures for carrying out operational planning 3. Conceptualizing budget planning in the education sector 4. Develop procedures for budget planning 	<p>Criteria: Turnitin test below 30%</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning (PjBL) 2 X 50		<p>Material: Operational Planning and Budget Planning Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p>	4%
8	Students are able to carry out UTS in an orderly manner in accordance with mutually agreed regulations	UTS results	<p>Criteria: -</p> <p>Form of Assessment : Test</p>	UTS 2 X 50		<p>Material: Material for 1 semester References:</p>	20%

9	Students are able to create book products in groups	<ol style="list-style-type: none"> 1. Students are able to: Abstract literature study methods 2. Analyze a minimum of 10 articles in accredited National Journals 3. Analyze a minimum of 10 articles in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>		As in the 2 X 50 assessment indicator	<p>Material: Material according to the topic</p> <p>Literature: <i>Articles in reputable national and international journals</i></p>	4%
10	Students are able to create book products in groups	<ol style="list-style-type: none"> 1. Students are able to: Abstract literature study methods 2. Analyze a minimum of 10 articles in accredited National Journals 3. Analyze a minimum of 10 articles in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: Attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		As in the 2 X 50 assessment indicator	<p>Material: Material according to the topic</p> <p>Literature: <i>Articles in reputable national and international journals</i></p>	4%
11	Students are able to create book products in groups	<ol style="list-style-type: none"> 1. Students are able to: Abstract literature study methods 2. Analyze a minimum of 10 articles in accredited National Journals 3. Analyze a minimum of 10 articles in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>		As in the 2 X 50 assessment indicator	<p>Material: Material according to the topic</p> <p>Literature: <i>Articles in reputable national and international journals</i></p>	4%
12	Students are able to create book products in groups	<ol style="list-style-type: none"> 1. Students are able to: Abstract literature study methods 2. Analyze a minimum of 10 articles in accredited National Journals 3. Analyze a minimum of 10 articles in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Tests</p>		As in the 2 X 50 assessment indicator	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	4%

13	Students are able to create book products in groups	<ol style="list-style-type: none"> 1.Students are able to: Abstract literature study methods 2.Analyze a minimum of 10 articles in accredited National Journals 3.Analyze a minimum of 10 articles in accredited international journals 4.Analyze books and other relevant references 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Tests</p>		As in the 2 X 50 assessment indicator	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	4%
14	Students are able to create book products in groups	<ol style="list-style-type: none"> 1.Students are able to: Abstract literature study methods 2.Analyze a minimum of 10 articles in accredited National Journals 3.Analyze a minimum of 10 articles in accredited international journals 4.Analyze books and other relevant references 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities, Tests</p>		As in the 2 X 50 assessment indicator	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	5%
15	Students are able to abstract the overall scope of educational needs assessment and educational planning in depth	<ol style="list-style-type: none"> 1.Students are able to: Abstract the scope of educational needs assessment and educational planning holistically 2.Conceptualize principles, models, approaches, strategies in conducting needs assessments and preparing educational plans 3.Analyze articles in accredited journals and relevant books 	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>		Cooperative Learning/Discussion/Q&A 2 X 50	<p>Material: All material studied in 1 semester</p> <p>Reference: <i>Cunningham, WG 1982. Systematic Planning for Educational Change. Mountain View: USA Mayfield Publishing Company.</i></p>	5%

16	Students are able to complete the UAS in an orderly manner in accordance with mutually agreed regulations	UAS results	Criteria: Attached Form of Assessment : Test	Implementation of UAS 2 X 50	Material: All material studied in 1 semester References: <hr/> Material: All Mat References: Cunningham, WG 1982. <i>Systematic Planning for Educational Change.</i> Mountain View: USA Mayfield Publishing Company. <hr/> Material: All material studied in 1 semester Reference: Cunningham, WG 1982. <i>Systematic Planning for Educational Change.</i> Mountain View: USA Mayfield Publishing Company.	30%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.33%
2.	Project Results Assessment / Product Assessment	1.33%
3.	Practice / Performance	3.33%
4.	Test	59%
		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** 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.
- 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.