

### **DESCRIPTION OF COURSE UNIT**

according to the ECTS User's Guide 2015

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| Course unit title  | Techniques for Preparing Educational Institution Development Strategic Plans (TPRPLP)  |
| Course unit code   | 22010112E24  |
| Type of course unit (compulsory, optional)   | optional   |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)                 | Bachelor   |
| Year of study when the course unit is delivered (if applicable)<br>2021/2022<br>Semester/trimester | 4 <sup>th</sup> year   |
| Semester/trimester when the course unit is delivered   | Seventh Semester   |
| Number of ECTS credits allocated   | 2.88 ECTS<br>3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 4.32 x 27.5 hours per semester = 118.8 hours per semester   |
| Name of lecturer(s)  | Dr. H. Mulyono, MA.  |
| Learning outcomes of the course unit   | <p>CLO-1: Able to analyze the main concepts of strategic management which include: analysis of the external and internal environment of educational institutions; strategic formulation; strategic implementation as well as strategic evaluation and control in the education sector.</p> <p>CLO-2: Able to analyze the concept of strategic planning in the field of education concerning the achievement of 8 National Education Standards (SNP), assessment standards on the Accreditation Form (BAN), and/or agreed standards such as ISO correctly.</p> <p>CLO-3: Able to analyze the main concepts of analyzing the external environment of educational institutions which includes the social environment: social, political, cultural, economic, science and technology, etc., and the task environment in the form of the organization's main mission; as well as analyzing the internal environment which includes: cultural structure and organizational resources in the global age.</p> <p>CLO-4: Able to classify and apply techniques for compiling a SWOT analysis of educational institutions in the global era.</p> <p>CLO-5: Able to classify and apply the techniques and scope of preparing School/Madrasah Development Plans (RPS/RPM).</p> <p>CLO-6: Able to classify and apply the techniques and scope of preparing an Islamic Boarding School Development Plan (RPP).</p> |

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|  | <p>CLO-7: Able to classify and apply the techniques and scope of preparing Early Madrasah Development Plans (RPMD).</p> <p>CLO-7: Able to classify and apply the techniques and scope of preparing the Al-Qur'an Education Park Development Plan (RP-TPQ/TPA).</p> <p>CLO-8: Able to classify and apply the techniques and scope of preparing a Higher Education Strategic Plan (Renstra PT)</p> <p>CLO-9: Able to construct one of the Educational Institution Development Strategic Plan documents, both formal and non-formal, by copying the RPS/RPM/Renstra documents that have been studied previously.</p>   |
| Mode of delivery (face-to-face, distance learning) | Face to face  |
| Prerequisites and co-requisites (if applicable)    |   |
| Course Content                                     | <ol style="list-style-type: none"> <li>1. Concept of Strategic Management in the Education Sector</li> <li>2. Concept of Strategic Planning in the Education Sector in its Relationship to the Achievement of 8 National Education Standards</li> <li>3. Analysis of the External and Internal Environment of Educational Institutions in the Global Age</li> <li>4. Techniques for Compiling a SWOT Analysis of Educational Institutions in the Global Age</li> <li>5. Techniques and Scope of Preparing School/Madrasah Development Plans (RPS/RPM)</li> <li>6. Techniques and Scope of Preparing Islamic Boarding School Development Plans (RPP)</li> <li>7. Techniques and Scope of Preparing Early Madrasah Development Plans (RPMD)</li> <li>8. Techniques and Scope for Preparing Development Plans for Al-Qur'an Education Parks (RP-TPQ/TPA)</li> <li>9. Techniques and Scope of Preparing Higher Education Strategic Plans (Renstra PT)</li> <li>10. Review examples of school/madrasah development plan documents (RPS/RPM), for example, RPM MIN Malang 1</li> <li>11. Review examples of Islamic boarding school development plan (RPP) documents, for example, the RPP of Pesma Al-Hikam Malang</li> <li>12. Review examples of Early Madrasah Development Plan (RPMD) documents, for example, RPMD Nurul Ulum Kebonsari Malang</li> <li>13. Examining examples of higher education strategic plan documents (Renstra PT), for example, the Strategic Plan of UIN Maliki Malang</li> <li>14. Review examples of Al-Qur'an Education Park Development</li> </ol> |

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|  | Plan Documents (RP-TPQ/TPA), for example, RP-TPQ   |
| Recommended or required reading and other learning resources/tools | <ol style="list-style-type: none"> <li>1. J. David Hunger &amp; Thomas L. Wheelen, <i>Manajemen Strategis</i>. Penerjemah: Julianto Agung. Yogyakarta: Andi, 2003, Cetakan II, Hal. 9.</li> <li>2. Jaap Scheerens, (2003). <i>Improving School Effectiveness: Menjadikan Sekolah Efektif</i>. Jakarta: Logos Wacana Ilmu</li> <li>3. Danny Meirawan, A. Budhi Salira, Asep Suryana. (2019). <i>Rencana Strategis (Renstra) di Perguruan Tinggi: Model Implementasi dan Evaluasi</i>. Bandung: UPI Press.</li> <li>4. Departemen Agama RI (2003). <i>Pondok Pesantren dan Madrasah Diniyah Pertumbuhan dan Perkembangannya</i>. Jakarta.</li> <li>5. Hadari Nawawi (2005). <i>Manajemen Strategik</i>. Yogyakarta: Gadjah Mada Pers. Hal. 148-149.</li> <li>6. Mulyono, (2021). <i>Manajemen Strategik Perguruan Tinggi World Class University</i>, Malang: Penerbit Dream Litera.</li> <li>7. PP Nomor 82 Tahun 2021 tentang Pendanaan Penyeleenggaraan Pesantren.</li> <li>8. Presiden RI (2005). Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Jakarta: Sekretariat Negara;</li> <li>9. Sa'ud, Udin Syaefudin dan Makmun, Abin Syamsudin (2005). <i>Perencanaan Pendidikan: Suatu Pendekatan Komprehensif</i>. Bandung: Remaja Rosdakarya.</li> <li>10. Sagala, H. S. (2004). <i>Administrasi Pendidikan Kontemporer</i>. Bandung Alfabeta.</li> <li>11. Sagala, S. (2005). <i>Manajemen Berbasis Sekolah dan Masyarakat: Strategi Memenangkan Persaingan Mutu</i>. Jakarta: Nimas Multima.</li> <li>12. Siswanto, <i>Konsep Manajemen Strategik Sebagai Paradigma Baru Di Lingkungan Organisasi Pendidikan</i>. Makalah Tugas Individu Manajemen Strategik dalam Bidang Pendidikan Tugas Individu. [Tersedia] <a href="http://files.wordpress.com/2007/11/pdf">files.wordpress.com/2007/11/pdf</a> [Online] 8 Agustus 2008.</li> <li>13. Siswanto, <i>Konsep Manajemen Strategik Sebagai Paradigma Baru Di Lingkungan Organisasi Pendidikan</i>. Makalah Tugas Individu Manajemen Strategik dalam Bidang Pendidikan</li> </ol> |

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|  | <p>Tugas Individu. [Tersedia] files.wordpress.com/2007/11/pdf [Online] 8 Agustus 2008.</p> <p>14. Udin Syaefudin Sa'ud dan Abin Syamsudin Makmun (2005). Perencanaan <i>Pendidikan: Suatu Pendekatan Komprehensif</i>. Bandung: Remaja Rosdakarya.</p> <p>15. UU Nomor 18 tahun 2019 tentang Pesantren.</p> |
| Planned learning activities and teaching methods | Lecture, Cooperative Learning, case study, collaborative PBL, cooperative PBL, Project Based PBL, and Problem-Based Learning.   |
| Language of instruction                          | Indonesian  |
| Assessment methods and criteria                  | There are Assignments, Midterms, Final Examinations, Presentations, observations, written tests, and portfolio tests.   |

## DISCUSSION ASSESSMENT GUIDELINES

Course Name : \_\_\_\_\_

Name of Lecturer : \_\_\_\_\_

Departement : **Islamic Religious Education**

### **A. Assessment Rubric**

| No. | Assessment Criteria and Substances  | Scoring and Indicators              |  |   |   |  |
|-----|-------------------------------------|-------------------------------------|--|---|---|--|
|     |                                     | 1                                   | 2  | 3   | 4   | 5  |
| 1   | <b>Active Participation</b> (25%)   | Not participating in the discussion | Participation is minimal and irrelevant                      | Very minimal participation but quite relevant | Moderately active participation, but less relevant                            | Very active and relevant participation                           |
| 2   | <b>Material Understanding</b> (25%) | Not understanding the material      | Very little understanding and unable to analyze the material | Good understanding but unable to analyze      | Minimal understanding, but can analyze well                                   | Excellent and thorough understanding and can analyze well.       |
| 3   | <b>Argumentative Ability</b> (20%)  | Unable to argue                     | Arguments are feeble and irrelevant                          | Good enough argument, but not relevant        | Arguments are strong and relevant, but not yet able to defend their opinions. | Arguments are strong and relevant and can defend their opinions. |
| 4   | <b>Listening Skills</b> (15%)       | Having no desire to listen          | Occasional listening and often ignorance of surroundings     | Good listening, but less responsive           | Listened well and was responsive, but interrupted several times.              | Excellent listening and responsiveness                           |

|   |                       |                                |  |  |  |   |
|---|-----------------------|--------------------------------|--|--|--|---|
| 5 | <b>Teamwork (15%)</b> | Not cooperating with the group | Cooperates with certain group members but is passive | Actively cooperates with certain group members but refuses to cooperate with other group members | Actively cooperates with all group members but is less efficient | Actively collaborate with all group members and work together efficiently |
|---|-----------------------|--------------------------------|--|--|--|---|

### **B. Compilation of Final Grade**

The final score is obtained using the following formula:

Final score =

- $s_i$  score is the score obtained by the student on the  $i$ -th task
- $Substances_i$  is the weight (in fractional form) of the  $i$ -th task
- The sum is done for all indicators, from indicators 1 to 5.

### **C. SCORING GUIDELINES**

The scoring guidelines are as follows:

| No. | Category       | Value Range |
|-----|----------------|-------------|
| 1   | Excellent      | 86-100      |
| 2   | Good           | 70-85       |
| 3   | Average        | 50-69       |
| 4   | Deficient      | 25-49       |
| 5   | Unsatisfactory | <25         |

**D. Assessment Sheet**

**DISCUSSION ASSESSMENT SHEET**

**Student Name** : \_\_\_\_\_

**NIM** : \_\_\_\_\_

**Group Name** : \_\_\_\_\_

**Class** : \_\_\_\_\_

**Course Content** : \_\_\_\_\_

**Lecturer** : \_\_\_\_\_

**Assessment Date** : \_\_\_\_\_

**Ninth Meeting** : \_\_\_\_\_

| No.                               | Assessment Criteria and Substances  | Checklist Column |   |   |   |   | Total Score |
|-----------------------------------|-------------------------------------|------------------|---|---|---|---|-------------|
|                                   |                                     | 1                | 2 | 3 | 4 | 5 |             |
| 1                                 | <b>Active Participation</b> (25%)   |                  |   |   |   |   |             |
| 2                                 | <b>Material Understanding</b> (25%) |                  |   |   |   |   |             |
| 3                                 | <b>Argumentative Ability</b> (20%)  |                  |   |   |   |   |             |
| 4                                 | <b>Listening Skills</b> (15%)       |                  |   |   |   |   |             |
| 5                                 | <b>Teamwork</b> (15%)               |                  |   |   |   |   |             |
| <b>Total Final Score</b>          |                                     |                  |   |   |   |   |             |
| <b>Grade to Letter Conversion</b> |                                     |                  |   |   |   |   |             |
| <b>Value Category</b>             |                                     |                  |   |   |   |   |             |

Malang, \_\_\_\_\_

Lecturer

**MATRIX CALCULATION  
FINAL COURSE SCORE  
DEPARTMENT OF ISLAMIC EDUCATION**

**A. Assessment Aspects**

| <b>Assessment Aspect</b>  |  |  |                                   |   |                             |
|---|--|--|-----------------------------------|---|-----------------------------|
| Cognitive (Substance 60%)   |  |  |                                   | Affective (Substance 20%)   | Psychomotor (Substance 20%) |
| Papers/Essay/<br>Articles/Book<br>Review/Article<br>Review/Portfo<br>lio/Mind Map<br>(Substance<br>20%) | Discussion/Pr<br>esentation/Ob<br>servation/Cas<br>e Study/Project<br>(Substance<br>20%) | Midterm<br>Exams<br>(Substance<br>30%) | Final Exams<br>(Substance<br>30%) | Assessment of<br>Attitude<br>(Observation/Self-<br>Assessment/Peer<br>Assessment) | Practice                    |

**B. Final Course Score Calculation**

$Na = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$Na = CA \left( \left( \text{Midterm Exam Score} \times \frac{30}{100} \right) + \left( \text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left( \sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left( \sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

I = 1<sup>st</sup> score

**C. Guidelines for Score Conversion**

The scoring guidelines are outlined as follows:

| No | Category       | Grade  |
|----|----------------|--------|
| 1  | Excellent      | 86-100 |
| 2  | Good           | 70-85  |
| 3  | Average        | 50-69  |
| 4  | Deficient      | 25-49  |
| 5  | Unsatisfactory | <25    |