

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) 2021/2022 Semester/trimester | 4 th year |
| Semester/trimester when the course unit is delivered | Seventh Semester |
| Number of ECTS credits allocated | 2.88 ECTS 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"> 1. Concept of Strategic Management in the Education Sector 2. Concept of Strategic Planning in the Education Sector in its Relationship to the Achievement of 8 National Education Standards 3. Analysis of the External and Internal Environment of Educational Institutions in the Global Age 4. Techniques for Compiling a SWOT Analysis of Educational Institutions in the Global Age 5. Techniques and Scope of Preparing School/Madrasah Development Plans (RPS/RPM) 6. Techniques and Scope of Preparing Islamic Boarding School Development Plans (RPP) 7. Techniques and Scope of Preparing Early Madrasah Development Plans (RPMD) 8. Techniques and Scope for Preparing Development Plans for Al-Qur'an Education Parks (RP-TPQ/TPA) 9. Techniques and Scope of Preparing Higher Education Strategic Plans (Renstra PT) 10. Review examples of school/madrasah development plan documents (RPS/RPM), for example, RPM MIN Malang 1 11. Review examples of Islamic boarding school development plan (RPP) documents, for example, the RPP of Pesma Al-Hikam Malang 12. Review examples of Early Madrasah Development Plan (RPMD) documents, for example, RPMD Nurul Ulum Kebonsari Malang 13. Examining examples of higher education strategic plan documents (Renstra PT), for example, the Strategic Plan of UIN Maliki Malang 14. Review examples of Al-Qur'an Education Park Development |

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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"> 1. J. David Hunger & Thomas L. Wheelen, <i>Manajemen Strategis</i>. Penerjemah: Julianto Agung. Yogyakarta: Andi, 2003, Cetakan II, Hal. 9. 2. Jaap Scheerens, (2003). <i>Improving School Effectiveness: Menjadikan Sekolah Efektif</i>. Jakarta: Logos Wacana Ilmu 3. Danny Meirawan, A. Budhi Salira, Asep Suryana. (2019). <i>Rencana Strategis (Renstra) di Perguruan Tinggi: Model Implementasi dan Evaluasi</i>. Bandung: UPI Press. 4. Departemen Agama RI (2003). <i>Pondok Pesantren dan Madrasah Diniyah Pertumbuhan dan Perkembangannya</i>. Jakarta. 5. Hadari Nawawi (2005). <i>Manajemen Strategik</i>. Yogyakarta: Gadjah Mada Pers. Hal. 148-149. 6. Mulyono, (2021). <i>Manajemen Strategik Perguruan Tinggi World Class University</i>, Malang: Penerbit Dream Litera. 7. PP Nomor 82 Tahun 2021 tentang Pendanaan Penyelenggaraan Pesantren. 8. Presiden RI (2005). Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Jakarta: Sekretariat Negara; 9. Sa'ud, Udin Syaefudin dan Makmun, Abin Syamsudin (2005). <i>Perencanaan Pendidikan: Suatu Pendekatan Komprehensif</i>. Bandung: Remaja Rosdakarya. 10. Sagala. H. S. (2004). <i>Administrasi Pendidikan Kontemporer</i>. Bandung Alfabeta. 11. Sagala, S. (2005). <i>Manajemen Berbasis Sekolah dan Masyarakat: Strategi Memenangkan Persaingan Mutu</i>. Jakarta: Nimas Multima. 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] files.wordpress.com/2007/11/pdf [Online] 8 Agustus 2008. 13. Siswanto, <i>Konsep Manajemen Strategik Sebagai Paradigma Baru Di Lingkungan Organisasi Pendidikan</i>. Makalah Tugas Individu Manajemen Strategik dalam Bidang Pendidikan |

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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). <i>Perencanaan 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 | Active Participation (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 | Material Understanding (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 | Argumentative Ability (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 | Listening Skills (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 |

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|----------|-----------------------|--------------------------------|--|--|--|---|
| 5 | Teamwork (15%) | 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 |
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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 | Active Participation (25%) | | | | | | |
| 2 | Material Understanding (25%) | | | | | | |
| 3 | Argumentative Ability (20%) | | | | | | |
| 4 | Listening Skills (15%) | | | | | | |
| 5 | Teamwork (15%) | | | | | | |
| Total Final Score | | | | | | | |
| Grade to Letter Conversion | | | | | | | |
| Value Category | | | | | | | |

Malang, _____

Lecturer

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

A. Assessment Aspects

| Assessment Aspect | | | | | |
|--|---|-------------------------------------|--------------------------------|---|-----------------------------|
| Cognitive (Substance 60%) | | | | Affective (Substance 20%) | Psychomotor (Substance 20%) |
| Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%) | Discussion/Presentation/ Observation/Cas Study/Project (Substance 20%) | Midterm Exams (Substance 30%) | Final Exams (Substance 30%) | Assessment of Attitude (Observation/Self- Assessment/Peer Assessment) | Practice |

B. Final Course Score Calculation

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

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

Note: n = total task

I = 1st 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 |