

Course Module:

Module/Course Title : Management of Education and Training					
Module course code	Student workload	Credits	Semester	Frequency	Duration
LM411	3 x 50 minutes	3	7	Every Semester Odd Semester	1 Semester
1	Type of course		Contact hours	Independent study	Class size
	a) Theory		14x @ 150 minutes	120 minutes	19
2	Prerequisites for participation (if applicable)				
	-				
3	Learning outcomes				
	<ul style="list-style-type: none"> - Mastering library managerial concepts and information institutions in ICT in the fields of information, communication, documentation, archives and museums; - Students are able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that notice and applies humanity's values in accordance with their field of expertise; - Students are able to perform library and information managerial through strategic management approaches, reliable leadership, directed management information systems, adaptation of customer relationship management 				
4	Subject aims/Content				
	<ul style="list-style-type: none"> - Students are able to explain and understand management in Education and Training - Students understand and are able to analyze training needs - Students understand and are able to plan training - Students understand and are able to organize training - Students understand and are able to carry out training evaluations - Students are able to develop training programs at information and documentation institutions 				
5	Teaching methods				
	Encounter 1				
	<ul style="list-style-type: none"> - Understand the objectives, scope, lecture procedures, explanation of assignments, exams to be followed, types of questions and sources; - Lecture; - Question and answer 				
	Encounter 2				
	<ul style="list-style-type: none"> - Students can explain the scope of management that is operated on education and training activities - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods 				
	Encounter 3				

	<ul style="list-style-type: none"> - Students can analyze the scope of development of education and training management functions - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 4</p> <ul style="list-style-type: none"> - Students can analyze the design and development of education and training programs - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods - Case metode
	<p>Encounter 5</p> <ul style="list-style-type: none"> - Students can analyze the design and development of education and training programs - Learning process activities with group discussion learning methods; - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 6</p> <ul style="list-style-type: none"> - Understand the design and development of education and training programs - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 7</p> <ul style="list-style-type: none"> - Students are expected to be able to choose the right methods and media that can be used in training programs. - students can distinguish various training methods and media according to their characteristics - students can choose the right methods and media for training in accordance with the goals that have been set - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods - Case Methods
	<p>MIDTERM EXAM</p>
	<p>Encounter 9</p> <ul style="list-style-type: none"> - Students can know the methods and media used in Education and Training - Structured assignment activities with collaborative learning methods; - Observation
	<p>Encounter 10</p> <ul style="list-style-type: none"> - Analyzing training applications for various types of competency development for personnel involved in education and training - Structured assignment activities with collaborative learning methods;
	<p>Encounter 11</p> <ul style="list-style-type: none"> - Analyzing training applications various types of competency development of personnel involved in education and training - Structured assignment activities with collaborative learning methods;

	<ul style="list-style-type: none"> - Case method
	<p>Encounter 12</p> <ul style="list-style-type: none"> - Analyzing workforce development - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods - Case method
	<p>Encounter 13</p> <ul style="list-style-type: none"> - Analyzing workforce development - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods
	<p>Encounter 14</p> <ul style="list-style-type: none"> - Designing training programs in the field of libraries and information - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods - Practice
	<p>Encounter 15</p> <ul style="list-style-type: none"> - Designing training programs in the field of libraries and information - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods - Practice
	<p>FINAL EXAMS</p>
6	<p>Assessment methods</p> <p>Encounter 1</p> <ul style="list-style-type: none"> - Paper / - report - & Discussion
	<p>Encounter 2</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 3</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 4</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 5</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 6</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases

	<p>Encounter 7</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>MIDTERM EXAM</p>
	<p>Encounter 9</p> <ul style="list-style-type: none"> - Observation
	<p>Encounter 10</p> <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases
	<p>Encounter 11</p> <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases
	<p>Encounter 12</p> <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases
	<p>Encounter 13</p> <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases
	<p>Encounter 14</p> <ul style="list-style-type: none"> - Presentation in class; - Practice
	<p>Encounter 15</p> <ul style="list-style-type: none"> - Presentation in class; - Practice
	<p>FINAL EXAMS</p>
7	<p>This module/course is used in the following study programme/s as well Yes</p>
8	<p>Responsibility for module/course</p> <ol style="list-style-type: none"> 1. Dr. Lakshmi Dewi, M.Pd. 2. Gema Rullyana, M.I.Kom.

Other Information

1. Craig, L.R. (1996). The ASTD training and development, handbook, a guide to human resources development. McGraw-Hill-Inc.
2. Dwivedi, R.S. (1980). Man power management: an integrated approach to personnel management and labour relations. New Delhi: Prentice-Hall of India.
3. Flippo, E.B. (1984). Personal management. USA: McGraw-Hill, Inc.
4. Gary, D. (1997). Human resource management, seventh edition. New Jersey 07458: Prentice Hall, Inc. A Simon & Schuster Company.
5. Hamalik, O. (2001). Model-model pembinaan ketenagaan, Bandung: YP Permindo.
6. Ian, R. & Stephen, W. (1997), teaching, training and learning, sixth edition. BEFKomaruddin. (1994). Ensikolepedia manajemen. Jakarta: Bumi Aksara.
7. _____. (2006). Strategi pembangunan sumber daya berbasis pendidikan kebudayaan. Bandung: Kappa-Sigma.
8. _____. (2007). Manajemen sumber daya manusia: suatu pendekatan fungsi operatif. Bandung: Kappa-Sigma.
9. Jerrold, E.K. (1987). Instructional design: DavidLake Publisher.
10. Lynton, R. P., & Pareek, U. (2011). Training for development. SAGE Publishing India.
11. Molenda, Michael. "Designing instructional systems." Training and development handbook (1996).
12. Molenda, M., Pershing, J. R., & Reigeluth, C. M. (1996). Designing instructional systems, ed. Craig, RL The ASTD Training and Development Handbook: a Guide to Human Resource Development. Noe, R. A., & Kodwani, A. D. (2018). Employee training and development, 7e. McGraw-Hill Education.
13. Rusman. (2002). Training needs analysis, publikasi jurusan kurikulum dan teknologi pendidikan.
14. Sastradipoera, K. (2006). Pengembangan dan pelatihan: suatu pendekatan manajemen sumber daya manusia. Bandung: Kappa Sigma.
15. Wilson, J.P. (1999). Human resource development: learning and training for individuals and organizations. London: Kogan Page
16. Campbell, J. P. (1971). Personnel training and development. *Annual review of psychology*, 22(1), 565-602.
17. Tannenbaum, S. I., & Yukl, G. (1992). Training and development in work organizations. *Annual review of psychology*, 43(1), 399-441.
18. Craig, R. L., & Bittel, L. R. (1967). Training and development handbook.
19. Lynton, R. P., & Pareek, U. (2011). *Training for development*. SAGE Publishing India.
20. Tracey, W. R. (1992). *Designing training and development systems*. AMACOM, Division of American Management Association, 135 West 50th Street, New York, NY 10020..

