	Universitas Negeri Surabaya Faculty of Economics and Business Economic Education Undergraduate Study Program						Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
School Administration and Management	8720302002		T=2	P=0	ECTS=3.18	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Retno Mustika Dewi, S.Pd., M.Pd.

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines and discusses, (1) Concepts and theories about school administration systems; (2) Principles of school administration; (3) Application for development of school administration systems; (4) Concepts and theories about school management systems; (5) School management principles; (5) Application management system development; (6) The relationship between school administration and school management in the school management process; (7) The role of school administration and school management in managing schools effectively, efficiently and professionally.

References	**Main :**

1. Badri Munir Sukoco. 2007. Manajemen Administrasi Perkantoran Modern . Jakarta: Erlangga
2. Bush, T. and Middlewood, D. 2005. Leading and managing people in education. London: SagePublications
3. Harris, A. 2002. Effective leadership in schools facing challenging contexts, School Leadership & Management, 22 (1), 15–26.
4. Ismanto, Bambang. 2010. Administrasi dan Manajemen Pendidikan . Salatiga: UKSW Press
5. Marks, H. M., & Printy, S. 2003. Principal leadership and school performance: an integration of transformational and instructional leadership. Educational AdministrationQuarterly, 39(3), 370-397.
6. Odhiambo, G., & Hii, A. 2012. Key stakeholders perceptions of effective school leadership. Educational Management Administration & Leadership, 40(232-247).
7. Odgers,. P. 2005. Administrative Office Management. Edisi Ketigabelas. Thomson: South Western.
8. Reinhartz, J. and Beach, D. 2004. Educational leadership: changing schools, changing roles. Boston: Pearson.
9. The Liang Gie. 2000. Administrasi Perkantoran. Jakarta: Liberty
10. Zulkarnain, W., & Sumarsono, R. 2011. Manajemen Perkantoran Pendidikan. Malang: FIP Universitas Negeri Malang

	Supporters:

Supporting lecturer	Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Riza Yonisa Kurniawan, S.Pd., M.Pd. Putri Ulfa Kamalia, 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 (%)

(1)	(2)	Indicator (3)	Criteria & Form (4)	Offline (offline) (5)	Online (online) (6)	(7)	(8)
1	1. Understand the basic concepts of school administration as a process in providing education.	1.1. Describe the basic concepts of school administration. 1.2. Analyze the processes in providing education. 1.3. Linking school administration as a process in providing education.	**Criteria:** Selected questions Score: 15	-Student Centered learning-Question and answer lecture-Discussion-Problem Base Learning 2 X 50			0%
2	Describe the role of school administration in school management	2.1. Explain the role of school administration in school management 2.2. Give examples of the role of school administration	**Criteria:** Score ; Each question = 15	-Student Centered Learning-Lectures-Questions and answers-Discussions-Cooperative Learning 2 X 50			0%
3	3. Examining various administrative systems in school management	3.1. Explain the various administrative systems in school management 3.2. Give examples of administrative systems in school management	**Criteria:** Selected question score: 15	-Joyfull Learning-Game Base Learning-Discussion-Problem Base Learning 2 X 50			0%
4	4. Understand the benefits of administrative systems in school management	4.1. Explain the benefits of administrative systems in school management 4.2. State the benefits of administrative systems in school management 4.3. Differentiate examples of administrative systems in school management	**Criteria:** Selected question score: 15	Student Active Learning-Question and answer lecture-Discussion-Project Base Learning 2 X 50			0%
5	Describe the process of making intelligent and effective school administrative decisions in school management	5.1. Explain the process of making smart and effective school administrative decisions in school management 5.2. Analyze the process of making smart and effective school administrative decisions in school management 5.3. Determine smart and effective school administrative decisions in school management	**Criteria:** Selected question score: 15	-Student active learning-Question and answer lecture-Brain Storming-Problem Base Learning 2 X 50			0%

6	Examining school administration data as a basis for decision making	6.1. Processing school administration data as a basis for decision making 6.2. Utilizing school administration data as a basis for decision making 6.3. Using school administration data as a basis for decision making	**Criteria:** Score of selected questions: 20	-Student active learning-Lecture question and answer-Discussion-Joyfull Base Learning 2 X 50			0%
7	Describe the implementation of a professional school administration system	7.1. Implement a professional school administration system 7.2. Explain a professional school administration system 7.3. Describes the implementation of a professional school administration system	**Criteria:** Selected questions Score: 15	-Student Centered learning-Question and answer lecture-Discussion-Project Base Learning 2 X 50			0%
8	UTS			2 X 50			0%
9	Describe the basic concept of management as a systematic process in administering the education system.	9.1. Explains the basic concept of management as a systematic process in administering the education system. 9.2. Describes the systematic process in implementing the education system.	**Criteria:** Selected questions Score: 15	-Quantum Base learning-Question and answer lecture-Discussion-Problem Base Learning 2 X 50			0%
10	Analyze the conceptual differences in roles as managers and leaders in administering school organizations	10.1. Explain the conceptual differences in the role as a manager 10.2. Explain the conceptual differences in the role as a leader in administering a school organization	**Criteria:** Selected questions Score: 15	-Student Centered learning-Question and answer lecture-Discussion-Problem Base Learning 2 X 50			0%
11	Understand concepts and be skilled in formulating strategic steps for school organizational development.	11.1. Explain the concept in formulating strategic steps. 11.2. Explain the concept and skills in formulating strategic steps for developing school organizations.	**Criteria:** Selected questions Score: 15	-Student active learning-Lecture question and answer-Discussion-Problem Base Learning 2 X 50			0%
12	Skilled in developing a supportive organizational culture for implementing collaboration in education management.	12.1. Skilled in developing a supportive organizational culture for implementing collaboration in education management. 12.2. Skilled in developing a supportive organizational culture for implementing cooperation in education management.	**Criteria:** Selected questions Score: 15	-Student Centered learning-Question and answer lecture-Discussion-Problem Base Learning 2 X 50			0%

No	Sub-PO	Indicators	Assessment Criteria	Forms of learning			%
13	Skilled in preparing professional development programs for school staff	13.1. Skilled in preparing school staff development programs. 13.2. Skilled in implementing school staff professional development programs	**Criteria:** Selected questions Score 15.	-Student Centered learning- Question and answer lecture- Discussion- Problem Base Learning 2 X 50			0%
14	Describe the concepts and techniques for measuring the performance of organizational members.	14.1. Explain the concept of measuring the performance of organizational members. 14.2. Describe techniques for measuring the performance of organizational members.	**Criteria:** Selected questions Score 15	-Student acting learning- Question and answer lecture-Brain Storming- Problem Base Learning 2 X 50			0%
15	Skilled in carrying out performance measurements of school staff.	15.1. Explain the measurement of school staff performance. 15.2. Skilled in carrying out performance measurements of school staff.	**Criteria:** Selected questions Score 15	-Student acting learning- Question and answer lecture- Discussion- Project Base Learning 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.