



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Primary and Secondary Education Management	8620402064		T=2 P=0 ECTS=3.18	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Syunu Trihantoyo, S.Pd., M.Pd.																																
Learning model	Project Based Learning																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
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Short Course Description	Study of basic concepts, legal basis, systems and processes, functions and substance of primary and secondary education management, basic concepts of school-based management strategies, measuring performance accountability, quality assurance of primary and secondary education and identification of alternative solutions and problems. Lectures are carried out using a system of presentations and discussions, field observations and reflections																																				
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15px;">1</td><td style="width: 15px;">2</td><td style="width: 15px;">3</td><td style="width: 15px;">4</td><td style="width: 15px;">5</td><td style="width: 15px;">6</td><td style="width: 15px;">7</td><td style="width: 15px;">8</td><td style="width: 15px;">9</td><td style="width: 15px;">10</td><td style="width: 15px;">11</td><td style="width: 15px;">12</td><td style="width: 15px;">13</td><td style="width: 15px;">14</td><td style="width: 15px;">15</td><td style="width: 15px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> 1. Kemendiknas. 2011. <i>Manajemen Berbasis Sekolah di SMP Pada Era Otonomi Daerah</i>. Jakarta: Direktorat Jenderal Pendidikan Dasar Direktorat Pembinaan Sekolah Menengah Pertama. 2. <i>Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan</i> . Jakarta: Sekretariat Negara Republik Indonesia. 3. <i>Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Penyelenggaraan Pendidikan</i>. 2010. Jakarta: Sekretariat Negara RI. 4. <i>Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional</i>. 2003. Jakarta: Gramedia. 5. Preedy, M. (Ed.). 1993. <i>Managing the Effective School</i>. New York: The Open University. 6. Gorton, R.A. 1976. <i>School Administration</i> . Dubuque Iowa. Wm.C. Brown Company Publisher. 7. Scheerens, J., and Bosker, R. 1977. <i>The Foundation of Educational Effectiveness</i>. Boston: Pergamon. 8. Unruh, G.G., and Alexander, W.M. 1970. <i>Innovation in Secondary Education</i>. New York:Holt. Rinehart and Winston. Inc. 9. Wiles, J., and Bondi, J. 1983. <i>Principles School Administration: The Real World of Leadership in School</i>. Columbia: Charles E.Merril Publishing Company. 10. Mastuhu. 2004. <i>Menata Ulang Pemikiran Sistem Pendidikan Nasional dalam Abad 21</i>. Yogyakarta: Safiria Insania Press. 11. Samani, M. 2009. <i>Manajemen Sekolah: Panduan Praktis Pengelolaan Sekolah</i>. Yogyakarta: AdiCita bekerjasama dengan Dewan Pendidikan Kota Yogyakarta. 12. Komariah, A & Triatna, C. 2005. <i>Visionary Leadership: Menuju Sekolah Efektif</i>. Jakarta: Bumi Aksara. 13. Depdikbud. 1997. <i>Pengelolaan Pendidikan Dasar dan Menengah</i>: Jakarta. 14. Sagala, S. 2011. <i>Manajemen Strategik dalam Peningkatan Mutu Pendidikan</i>. Bandung: Al. 15. Dean, Jhon, 2002. <i>Managing the primary School France</i>: Taylor & Francis e-Library Kemendiknas, 2011 <i>Manajemen Berbasis Sekolah di SMP Pada Era Otonomi Daerah</i>, Jakarta: Direktorat Jendral Pendidikan Dasar Direktorat Pembinaan Sekolah Menengah Pertama Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standart Nasional Pendidikan, Jakarta: Sekretariat Negara Republik Indonesia. 																																				

		Supporters:					
Supporting lecturer		MUDJITO Dr. Muhamad Sholeh, S.Pd., M.Pd. Shelly Andari, 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	Understand the basic concepts of primary and secondary education	Able to study, understand and convey in depth the related group discussion themes.	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Lectures and questions and answers 2 X 50			0%
2	Understand the basic concepts of primary and secondary education management	Explaining the concept of primary educationexplaining the concept of secondary education	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Presentation Questions and answers Reinforcement of material 2 X 50			0%

3	Know the legal basis for implementing primary and secondary education	Explain the legal basis for the implementation of primary education. Explain the legal basis for the implementation of secondary education	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Lectures, discussions and questions and answers 2 X 50			0%
4	Know the legal basis for implementing primary and secondary education	Explain the legal basis for administering primary education. Explain the legal basis for administering secondary education	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Lectures, discussions and questions and answers 2 X 50			0%
5	Understand primary and secondary education management systems and processes	Explaining the primary and secondary education system Explaining the management process of primary and secondary education	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Lectures, discussions and questions and answers 2 X 50			0%

6	Understand the substance of primary and secondary education management	Explain the substance of primary and secondary education. Explain the problems and alternative solutions in primary and secondary education	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Lectures, discussions and questions and answers 2 X 50			0%
7	Understand the basic concepts and strategies of school-based management (SBM)	Understand the basic concepts of school-based management Explain school-based management strategies (SBM)	Criteria: 1.First, the assessment is divided into the value of the ability to ask and answer. 2.Second, the presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Lectures, questions and answers, and assignments 2 X 50			0%
8	Midterm Exam (UTS)	Able to understand the material during the middle of the first semester	Criteria: Full marks are obtained if you do all the questions correctly.	Midterm Exam (UTS) 2 X 50			0%
9	Formulate procedures for managing effective primary and secondary education		Criteria: 1.1. The concept of effective education management 2.2. Effective management of primary and secondary education	lecture and question and answer 2 X 50			0%
10	Understand effective primary and secondary education planning	able to study effective primary and secondary education planning	Criteria: 1. the ability to ask questions, presentation and discussion skills	Lectures, discussions, questions and answers, exercises and assignments 2 X 50			0%
11	Understand the effective implementation of primary and secondary education	able to study the effective implementation of primary and secondary education	Criteria: 1. strategy for expressing ideas 2. depth of topics discussed 3. critical thinking skills	lectures and discussions 2 X 50			0%

12	Understand the accountability of the performance of primary and secondary education in accordance with National Education Standards	Able to review the accountability of the performance of primary and secondary education in accordance with National Education Standards	Criteria: 1. analytical thinking skills 2. critical thinking skills	lectures and discussions 2 X 50			0%
13	Formulate alternative solutions to problems in the implementation of primary and secondary education	able to study alternative solutions to problems in the implementation of primary and secondary education	Criteria: 1. ability to argue logically 2 ability to think critically	lectures and discussions 2 X 50			0%
14	Analyzing the implementation of primary and secondary education management in the field	Able to analyze the implementation of primary and secondary education management in the field	Criteria: 1. think critically 2. Able to come up with original ideas	lectures and discussions 2 X 50			0%
15	Reflection of observation results	Reflection of observation results	Criteria: think critically	lectures and discussions 2 X 50			0%
16	Review lecture material	Review lecture material	Criteria: critical thinking, able to analyze elementary and secondary education and management effectively	lectures and discussions 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.