



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
Educational Leadership	8620403040	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	May 8, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-6	Able to master educational management functions at strategic, tactical and operational levels
PLO-10	Able to communicate both written and orally in accordance with academic values, norms and ethics
PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics
PLO-12	Able to internalize the entrepreneurial spirit creatively and innovatively

Program Objectives (PO)

PO - 1	Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.
PO - 2	Master the theory/concept of Educational Leadership in depth and be able to apply it according to needs in the field of education.
PO - 3	Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.
PO - 4	Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of Educational Leadership.

PLO-PO Matrix

	P.O	PLO-6	PLO-10	PLO-11	PLO-12
	PO-1	✓			
	PO-2				✓
	PO-3		✓		
	PO-4			✓	

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
	PO-1					✓	✓	✓									
	PO-2	✓	✓	✓	✓					✓							
	PO-3																
	PO-4								✓								

Short Course Description	Educational leadership courses discuss various concepts, theories, functions, typologies, styles and leadership models/approaches in general; Next, the discussion is related to the field of education and educational institutions in Indonesia, including the characteristics and abilities needed for educational leaders in Indonesia and then more concentrated on principalship, especially with regard to the role and function of school principals as educational leaders and leadership of change. . Learning activities include providing information, discussions, giving assignments, presentations, and leadership practices (simulations). Evaluation of learning outcomes is carried out through written tests, assignments, presentations and performance in simulations.						
References	Main :						
	<ol style="list-style-type: none"> 1. Hermino, A.H.S. 2014. <i>Kepemimpinan Pendidikan di Era Globalisasi</i>. Yogyakarta: Pustaka Pelajar. 2. Sadeghi, L. & Callahan, K. 2015. <i>Educational Leadership in Action</i>. Melbourne: Routledge 3. Sukiyat. 2019. <i>Good Leadership: Kepemimpinan Era Globalisasi Pendidikan</i>. Surabaya: Jakad Media Publishing. 4. Triyono, U. 2019. <i>Kepemimpinan Transformasional Dalam Pendidikan (Formal, Non Formal, dan Informal)</i>. Sleman: Deepublish. 5. Umiarso. 2018. <i>Kepemimpinan Transformasional Profetik Kajian Paradigmatik Ontos Integralistik di Lembaga Pendidikan Islam</i>. Jakarta: Prenadamedia Group. Referensi lainnya yang berkaitan 6. Yukl, G. 2013. <i>Leadership in Organizations</i>. Boston: Pearson 7. Wahyu, A.P. & Karwanto. 2020. <i>Gaya Kepemimpinan Partisipatif Dalam Upaya Meningkatkan Profesional Guru</i>. <i>Jurnal Dinamika Manajemen Pendidikan</i>. Vol 5 No 1, pp. 58-67 8. Hammad, W., Samier, E. A., & Mohammed, A. (2022). Mapping the field of educational leadership and management in the Arabian Gulf region: A systematic review of Arabic research literature. <i>Educational Management Administration & Leadership</i>, 50(1), 6–25. https://doi.org/10.1177/1741143220937308 9. McGreal, R., Olcott, D. A strategic reset: micro-credentials for higher education leaders. <i>Smart Learn. Environ.</i> 9, 9 (2022). https://doi.org/10.1186/s40561-022-00190-1 10. Brauckmann, S., Pashardis, P., & Ärlestig, H. 2023. Bringing context and educational leadership together: fostering the professional development of school principals. <i>Professional Development in Education</i>, Vol 49 No 1, pp 4-15, DOI: 10.1080/19415257.2020.1747105 11. Chance, N. L. (2022). Resilient Leadership: A Phenomenological Exploration Into How Black Women in Higher Education Leadership Navigate Cultural Adversity. <i>Journal of Humanistic Psychology</i>, 62(1), 44–78. https://doi.org/10.1177/00221678211003000 12. Courtney, S. J., & McGinity, R. (2022). System leadership as depoliticisation: Reconceptualising educational leadership in a new multi-academy trust. <i>Educational Management Administration & Leadership</i>, 50(6), 893–910. https://doi.org/10.1177/1741143220962101 13. Geesa, R.L., Mayes, R.D., Lowery, K.P., Quick, M.M., Boyland, L.G., Kim, J., Elam, N.P., & McDonald, K.M. (2022) Increasing partnerships in educational leadership and school counseling: a framework for collaborative school principal and school counselor preparation and support, 						
	Supporters:						
Supporting lecturer	Dr. Erny Roesminingsih, M.Si. Ainur Rifqi, 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	1. Students know their lecture plans for semester 2. Students make a study contract which is agreed with the lecturer. 3. Students know the basics of leadership.	1. Students can understand the study of material and the lecture process that will be carried out. 2. Students know the things that are agreed upon for the lecture to run smoothly. 3. Students understand at a glance about leadership.	Criteria: - Form of Assessment : Participatory Activities	Lectures and questions and answers 3 X 50		Material: Material 1 Reference: <i>Hermino, AHS 2014. Educational Leadership in the Era of Globalization. Yogyakarta: Student Library.</i>	5%

2	<p>1. Students are able to make inferences about the basic concepts of educational leadership 2. Students are able to understand leaders and leadership 3. Students are able to embody the goals and functions of leadership, especially in the world of education 4. Students are able to differentiate between formal and non-formal leaders</p>	<p>1. Students are able to embody the basic concepts of educational leadership in real life. 2. Students are able to differentiate the characteristics of leaders and leadership. 3. Students are able to explain the goals and functions of educational leadership. 4. Students are able to explain the differences between formal and non-formal leaders</p>	<p>Criteria: 1.1. Students who are able to present and answer questions about the differences between leaders and leadership, or formal and non-formal leaders will get the maximum score (100) 2.2. Students who are able to present the difference between leaders and leadership, or formal and non-formal leaders will get a score of 80 3.3. Students who ask questions will be given a mark of 80</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Basic concepts of educational leadership 2. Leaders and educational leadership 3. Goals and functions of educational leadership 4. Formal and non-formal leaders 3 X 50</p>	<p>Material: Material 2 Reference: Hermino, AHS 2014. <i>Educational Leadership in the Era of Globalization</i>. Yogyakarta: Student Library.</p>	5%
3	<p>1. Students know the terms and principles of good leadership. 2. Students know the elements that determine educational leadership behavior</p>	<p>1. Students are able to explain the terms and principles of good leadership. 2. Students are able to identify the requirements and principles of good leadership. 3. Students are able to explain the elements that determine educational leadership behavior.</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	<p>Presentations, discussions and case studies 3 X 50</p>	<p>Material: Material 3 References: Hermino, AHS 2014. <i>Educational Leadership in the Era of Globalization</i>. Yogyakarta: Student Library.</p>	5%
4	<p>1. Students are able to understand leadership and management 2. Students are able to understand the relationship between leadership and management 3. Students are able to understand educational leadership skills</p>	<p>1. Students are able to differentiate between leadership and management, especially in the world of education 2. Students are able to explain the relationship between leadership and management 3. Students are able to embody leadership skills in the world of education</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Participatory Activities</p>	<p>Presentation, question and answer, and case analysis 3 X 50</p>	<p>Material: Material 4 References: Sadeghi, L. & Callahan, K. 2015. <i>Educational Leadership in Action</i>. Melbourne: Routledge</p>	5%

5	Students understand Iowa's leadership style	1. Students are able to explain Iowa's leadership style 2. Students are able to correctly place democratic, authoritarian and laissez faire leadership 3. Students are able to analyze Iowa's leadership style	Criteria: Attached Form of Assessment : Portfolio Assessment	Presentation and questions and answers 3 X 50		Material: Material 5 References: <i>Sadeghi, L. & Callahan, K. 2015. Educational Leadership in Action. Melbourne: Routledge</i>	5%
6	1. Students understand the Ohio Michigan leadership style. 2. Students understand the managerial grid leadership style	1. Students are able to explain the ohio and managerial grid educational leadership styles 2. Students are able to embody the ohio and managerial grid leadership styles, in educational leadership	Criteria: Attached Form of Assessment : Portfolio Assessment	Presentation and questions and answers 3 X 50		Material: Material 6 References: <i>Sadeghi, L. & Callahan, K. 2015. Educational Leadership in Action. Melbourne: Routledge</i>	5%
7	1. Students understand educational leadership styles with four management systems (Likert) 2. Students understand leadership styles through theories X and Y	1. Students are able to explain educational leadership styles using four management systems. 2. Students are able to explain educational leadership styles using theories X and Y	Criteria: Attached Form of Assessment : Portfolio Assessment	Presentation and questions and answers 3 X 50		Material: Material 7 Reference: <i>Sukiyat. 2019. Good Leadership: Leadership in the Era of Globalization of Education. Surabaya: Jakad Media Publishing.</i>	5%
8	UTS		Form of Assessment : Practice / Performance				15%
9			Form of Assessment : Portfolio Assessment				5%
10			Form of Assessment : Portfolio Assessment				5%
11			Form of Assessment : Portfolio Assessment				5%
12			Form of Assessment : Practice / Performance				5%
13			Form of Assessment : Practice / Performance				5%
14			Form of Assessment : Practice / Performance				5%

15			Form of Assessment : Practice / Performance				5%
16			Form of Assessment : Practice / Performance				15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Portfolio Assessment	30%
3.	Practice / Performance	50%
		100%

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.