



**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 Supervision	8620403115	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	May 9, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																
	PLO-7	Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis															
	PLO-9	Able to utilize technology and information in problem solving efforts according to area of expertise															
	PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics															
	<b>Program Objectives (PO)</b>																
	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 management															
	PO - 2	Master the theory/concept of Educational Supervision 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 Supervision															
	<b>PLO-PO Matrix</b>																
		P.O	PLO-7	PLO-9	PLO-11												
		PO-1	✓														
		PO-2		✓													
		PO-3			✓												
	PO-4	✓															
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																	
	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	This course contains a study of professional assistance provided by supervisors to educators and education staff to increase professionalism in order to improve the quality of learning. Educational supervision is studied comprehensively including the development of supervision, both theoretically and practically by referring to references, regulations and legislation as well as relevant research results. The development of technology and information is used as one of the elements used to identify and find alternative solutions to supervision problems in an integrative manner.
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References	Main :
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1. Bafadal, I. 2003. Peningkatan Profesionalisme Guru Sekolah Dasar dalam Kerangka Manajemen Peningkatan Mutu Berbasis Sekolah . Jakarta: Bumi Aksara
2. Bernard, Jenine M. and Rodney K. Good Year. 1992. Fundamentals of Clinical Supervision . Boston: Allyn and Bacon.
3. Burhanuddin, dkk. 2007. Supervisi Pendidikan dan Pengajaran: Konsep, Pendekatan, dan Penerapan Pembinaan Profesional . Malang: FIP Universitas Negeri Malang
4. Glickman, C.D. 1981. Developmental Supervision: Alternative for Helping Teachers Improve Instructions . Virginia, Alexandria: ASCD.
5. Imron, A. 2011. Supervisi Pembelajaran Tingkat Satuan Pendidikan . Jakarta: Bumi Aksara.
6. Marks, Sivo James R. 1985. Handbook of Educational Supervision: a Guide for Practitioner . Boston: Allyn Bacon, Inc.
7. Neagley, Rose L. and Evan, N. 1980. Handbook for Effective Supervision of Instruction . Englewood Eliffs: Prentice Hall, Inc.
8. Olivia, Peter F. 1984. Supervision for Today's School . New York: Longman.
9. Prasojo, D.L dan Sudyono. 2011. Supervisi Pendidikan. Yogyakarta: Gava Media.
10. Sagala, S. 2012. Supervisi Pembelajaran dalam Profesi Pendidikan. Bandung: Alfabeta
11. Sahertian, A. P. 2008. Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia . Jakarta: Rineka Cipta
12. Sergiovanni, T. and Starrat, R.J. 1983. Supervisions: Human Perspective . New York: Mc. Graw Hill Book Company.
13. Suhardan, D. 2014. Supervisi Profesional: Layanan dalam Meningkatkan Mutu Pembelajaran di Era Otonomi Daerah.
14. Tim Pengembang Bahan Ajar LPPKS. 2017. Supervisi Akademik dan Penilaian Kinerja Guru. Solo: LPPKS Indonesia.
15. Wiles, Kimball. 1987. Supervision for Better School . New York: Prentice Hall, Inc.
16. Artikel-artikel relevan yang dipublikasikan oleh jurnal internasional terindeks dan jurnal nasional terakreditasi.

**Supporters:**

**Supporting lecturer**

Dr. Nunuk Hariyati, S.Pd., M.Pd.  
Dr. Kaniati Amalia, 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	Students know the objectives of educational supervision lectures. Students know the competencies that must be achieved in educational supervision lectures. Students make a lecture contract that is agreed with the lecturer. Students know the references that are relevant to the lecture.	<ol style="list-style-type: none"> <li>1. Students can understand the study of lecture material which must be mastered well.</li> <li>2. Students know the things that are agreed upon for the smooth running of lectures.</li> <li>3. Students identify relevant sources or references.</li> </ol>	<p><b>Criteria:</b> -</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures and questions and answers 3 X 50	Lectures and questions and answers 3 X 50	<p><b>Material:</b> Lecture contracts and an overview of Educational Supervision</p> <p><b>Library:</b> <i>Bernard, Jenine M. and Rodney K. Good Year. 1992. Fundamentals of Clinical Supervision. Boston: Allyn and Bacon.</i></p>	5%

2	Students are able to clearly illustrate the position of educational supervision in educational management or administration. Students are able to tell the development of educational supervision in a coherent manner.	<ol style="list-style-type: none"> <li>1. Students can make inferences about school principal competency standards related to the implementation of supervision clearly.</li> <li>2. Students can discuss the position of educational supervision in educational management or administration in an integrative manner.</li> <li>3. Students can explain the background to the emergence of rational educational supervision.</li> <li>4. Students can tell about the beginning of the concept of supervision to the concept of modern supervision systematically and systemically.</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions, Questions and Answers 3 X 50	Lectures, Discussions, Questions and Answers 3 X 50	<p><b>Material:</b> Educational supervision in educational management or administration</p> <p><b>Reference:</b> <i>Glickman, CD 1981.</i> <i>Developmental Supervision: Alternative for Helping Teachers Improve Instructions. Virginia, Alexandria: ASCD.</i></p>	5%
3	Students are able to make inferences about the concept of educational supervision clearly.	<ol style="list-style-type: none"> <li>1. Students are able to correctly identify keywords for the meaning of educational supervision put forward by experts and relevant legal and regulatory policies.</li> <li>2. Students are able to generalize the objectives of implementing educational supervision clearly.</li> <li>3. Students are able to discuss the principles of educational supervision by providing appropriate concrete examples.</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions, Questions and Answers 3 X 50	Lectures, Discussions, Questions and Answers	<p><b>Material:</b> Concept of educational supervision</p> <p><b>Reference:</b> <i>Glickman, CD 1981.</i> <i>Developmental Supervision: Alternative for Helping Teachers Improve Instructions. Virginia, Alexandria: ASCD.</i></p>	5%

4	Students are able to abstract the function and role of educational supervision in the implementation of education in educational units in a comprehensive manner.	<ol style="list-style-type: none"> <li>1. Students are able to clearly explain the role and function of supervision to increase professionalism, increase the motivation of educators and education staff and improve the quality of learning.</li> <li>2. Students are able to differentiate types of educational supervision according to their precise function and role.</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Questions and Answers 3 X 50	Lectures, Discussions, Questions and Answers	<p><b>Material:</b> Function and role of educational supervision <b>Reference:</b> <i>Glickman, CD 1981. Developmental Supervision: Alternative for Helping Teachers Improve Instructions. Virginia, Alexandria: ASCD.</i></p>	5%
5	Students classify techniques in educational supervision.	<ol style="list-style-type: none"> <li>1. Students are able to identify individual techniques in educational supervision appropriately.</li> <li>2. Students are able to identify group techniques in educational supervision appropriately.</li> <li>3. Students are able to determine supervision techniques based on the cases given appropriately.</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Lectures, Discussions, Questions and Answers 3 X 50	Lectures, Discussions, Questions and Answers	<p><b>Material:</b> Techniques in educational supervision <b>Reference:</b> <i>Glickman, CD 1981. Developmental Supervision: Alternative for Helping Teachers Improve Instructions. Virginia, Alexandria: ASCD.</i></p> <hr/> <p><b>Material:</b> Techniques in educational supervision. <b>References:</b> <i>Sergiovanni, T. and Starrat, RJ 1983. Supervisions: Human Perspective . New York: Mc. Graw Hill Book Company.</i></p>	5%
6	Students are able to describe the practice of techniques in educational supervision.	<ol style="list-style-type: none"> <li>1. Students are able to identify individual technical practices in educational supervision appropriately.</li> <li>2. Students are able to identify group technical practices in educational supervision appropriately.</li> <li>3. Students are able to rationally relate the reasons for selecting supervision techniques based on conditions in the field.</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Contextual Teaching and Learning (CTL) 3 X 50	Contextual Teaching and Learning (CTL)	<p><b>Material:</b> Practice of techniques in educational supervision. <b>Reference:</b> <i>Wiles, Kimball. 1987. Supervision for Better Schools. New York: Prentice Hall, Inc.</i></p>	5%

7	Students analyze supervision instruments and analyze issues/problems that occur in the educational supervision process.	<ol style="list-style-type: none"> <li>1. Students are able to analyze educational supervision instruments</li> <li>2. Students are able to prepare educational supervision instruments.</li> <li>3. Students are able to analyze educational supervision issues/problems.</li> <li>4. Students are able to provide solutions to educational supervision issues/problems</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Contextual Teaching and Learning (CTL) 3 X 50	Contextual Teaching and Learning (CTL)	<p><b>Material:</b> Supervision instruments</p> <p><b>References:</b> <i>Imron, A. 2011. Education Unit Level Learning Supervision. Jakarta: Bumi Literacy.</i></p>	5%
8	Students master educational supervision conceptually.	<ol style="list-style-type: none"> <li>1. Students can make inferences about school principal competency standards related to the implementation of supervision clearly.</li> <li>2. Students can discuss the position of educational supervision in educational management or administration in an integrative manner.</li> <li>3. Students can explain the background to the emergence of rational educational supervision.</li> <li>4. Students can tell about the beginning of the concept of supervision to the concept of modern supervision systematically and systemically.</li> <li>5. Students are able to correctly identify keywords for the meaning of educational supervision put forward by experts and relevant legal and regulatory policies.</li> <li>6. Students are able to generalize the objectives of implementing educational supervision clearly.</li> <li>7. Students are able to discuss the principles of educational supervision by providing appropriate concrete examples.</li> <li>8. Students are able to clearly explain the role</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Contextual Teaching and Learning (CTL) 3 X 50	Contextual Teaching and Learning (CTL)	<p><b>Material:</b> Material for 1 semester</p> <p><b>References:</b></p>	15%

		<p>and function of supervision to increase professionalism, increase the motivation of educators and education staff and improve the quality of learning.</p> <p>9. Students are able to differentiate types of educational supervision according to their precise function and role.</p> <p>10. Students are able to identify individual techniques in educational supervision appropriately.</p> <p>11. Students are able to identify group techniques in educational supervision appropriately.</p> <p>12. Students are able to determine supervision techniques based on the cases given appropriately.</p> <p>13. Students are able to explain the scientific approach in learning supervision comprehensively.</p> <p>14. Students are able to explain artistic approaches in comprehensive learning supervision.</p> <p>15. Students are able to explain the clinical approach in learning supervision comprehensively.</p>					
9	Educational supervision instrument assessment rubric	<p>1. Students are able to develop individual supervision practice scenarios.</p> <p>2. Students are able to develop group supervision practice scenarios.</p>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lecture and group discussion method 3 X 50	Lecture and group discussion methods	<p><b>Material:</b> educational supervision instruments</p> <p><b>Reference:</b> <i>Sagala, S. 2012. Learning Supervision in the Education Profession. Bandung: Alfabeta</i></p>	5%
10	Students are able to plan and develop educational supervision scenarios in groups through independent study.	<p>1. Students are able to plan and develop individual supervision practice scenarios.</p> <p>2. Students are able to plan and develop group supervision practice scenarios.</p>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Group discussion, independent study 3 X 50	Group discussion, independent study	<p><b>Material:</b> Educational supervision</p> <p><b>Reference:</b> <i>Imron, A. 2011. Educational Unit Level Learning Supervision. Jakarta: Bumi Literacy.</i></p>	5%

11	Students are able to plan and develop educational supervision scenarios in groups through independent study	<ol style="list-style-type: none"> <li>1. Students are able to plan and develop individual supervision practice scenarios.</li> <li>2. Students are able to plan and develop group supervision practice scenarios.</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Group discussion, independent study 3 X 50	Group discussion, independent study	<p><b>Material:</b> Educational supervision</p> <p><b>Reference:</b> <i>Sagala, S. 2012. Learning supervision in the educational profession. Bandung: Alfabeta</i></p>	5%
12	<ol style="list-style-type: none"> <li>1. Students are able to simulate at least one implementation of an educational supervision program (especially learning supervision) that has been planned.</li> <li>2. Students are able to analyze the implementation of educational supervision programs through evaluation activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to demonstrate the implementation of an educational supervision program (especially learning) that has been planned effectively.</li> <li>2. Students are able to evaluate the educational supervision program as a whole by paying attention to:</li> <li>3.- Supervision techniques - Supervision approaches - Views on educational supervision - Skills used in educational supervision - Instruments used in educational supervision</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Role Playing and FGD 3 X 50	Role Playing and FGD	<p><b>Material:</b> Educational supervision</p> <p><b>Reader:</b> <i>Prasojo, DL and Sudiyono. 2011. Educational Supervision. Yogyakarta: Gava Media.</i></p>	5%
13	<ol style="list-style-type: none"> <li>1. Students are able to simulate at least one implementation of an educational supervision program (especially learning supervision) that has been planned.</li> <li>2. Students are able to analyze the implementation of educational supervision programs through evaluation activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to demonstrate the implementation of an educational supervision program (especially learning) that has been planned effectively.</li> <li>2. Students are able to evaluate the educational supervision program as a whole by paying attention to:</li> <li>3.- Supervision techniques - Supervision approaches - Views on educational supervision - Skills used in educational supervision - Instruments used in educational supervision</li> </ol>	<p><b>Criteria:</b> Attached</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Role Playing and FGD 3 X 50	Role Playing and FGD	<p><b>Material:</b> Educational supervision</p> <p><b>Reference:</b> <i>Sagala, S. 2012. Learning supervision in the educational profession. Bandung: Alfabeta</i></p>	5%

14	Students are able to simulate types of observational educational supervision in groups. Students are able to analyze the implementation of educational supervision through evaluation activities.	<ol style="list-style-type: none"> <li>1. Students are able to simulate types of observational educational supervision in groups.</li> <li>2. Students are able to evaluate the educational supervision program as a whole by paying attention to:</li> <li>3. Supervision techniques</li> <li>4. Supervision approach</li> <li>5. Views on educational supervision</li> <li>6. Skills used in educational supervision</li> <li>7. Instruments used in educational supervision</li> </ol>	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Role Playing and FGD 3 X 50	Role Playing and FGD	<b>Material:</b> According to Library Topic :	5%
15	<ol style="list-style-type: none"> <li>1. Students are able to simulate the type of lesson study educational supervision in groups.</li> <li>2. Students are able to analyze the implementation of educational supervision through evaluation activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are able to simulate the type of lesson study educational supervision in groups.</li> <li>2. Students are able to evaluate the educational supervision program as a whole by paying attention to:</li> <li>3. Supervision techniques</li> <li>4. Supervision approach</li> <li>5. Views on educational supervision</li> <li>6. Skills used in educational supervision</li> <li>7. Instruments used in educational supervision</li> </ol>	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Role Playing and FGD 3 X 50	Role Playing and FGD	<b>Material:</b> Evaluation of educational supervision <b>References:</b> <i>Sergiovanni, T. and Starrat, RJ 1983.</i> <i>Supervisions: Human Perspective.</i> <i>New York: Mc. Graw Hill Book Company.</i>	5%
16	Students master educational supervision, both at the conceptual and practical levels.	Students are able to answer questions that are conceptual and contextual (in the form of cases) correctly.	<b>Criteria:</b> Attached  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Role Playing and FGD 3 X 50	Role Playing and FGD	<b>Material:</b> material from meetings 1 - 15 <b>Bibliography:</b> <i>Relevant articles published by indexed international journals and accredited national journals.</i>	15%

#### Evaluation Percentage Recap: Project Based Learning

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

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.