



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																																																																																																															
MANAGEMENT OF EDUCATORS AND EDUCATIONAL PERSONNEL	8620403138	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	2	December 1, 2022																																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																																
	Dr. Nuphanudin, S.IP., M.Pd.; Windasari, S.Pd., M.Pd. ; Syunu Trihantoyo, S.Pd., M.Pd. ; Dr. Agustin Hanivia Cindy, M.Pd. ; Dr. Ayu Wulandari, S.Pd., M.Pd.		Dr. Erny Roesminingsih, M.Pd	Syunu Trihantoyo, S.Pd., M.Pd.																																																																																																																
Learning model	Project Based Learning																																																																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																			
	PLO-5	Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions																																																																																																																		
	PLO-6	Able to master educational management functions at strategic, tactical and operational levels																																																																																																																		
	PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics																																																																																																																		
	Program Objectives (PO)																																																																																																																			
	PO - 1	Utilize learning resources and information technology in applying the field of management of educators and educational personnel and solving problems in the field of management of educators and educational personnel.																																																																																																																		
	PO - 2	Mastering in-depth theoretical concepts regarding management steps for educators and education personnel to be applied directly in the field.																																																																																																																		
	PO - 3	Able to make the right decisions based on information and data analysis to help create educational institutions that have highly competent and committed human resources.																																																																																																																		
	PO - 4	Responsible individually and institutionally for maximizing the management of educators and education staff in order to realize optimal education delivery																																																																																																																		
	PLO-PO Matrix																																																																																																																			
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-6</th> <th colspan="2">PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td></td> <td colspan="2"></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td colspan="2"></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td colspan="2">✓</td> </tr> </tbody> </table>				P.O	PLO-5	PLO-6	PLO-11		PO-1		✓			PO-2	✓				PO-3		✓			PO-4			✓																																																																																							
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Short Course Description	This course examines the basic concepts of Management of Educators and Education Personnel (PTK), strategic issues for teachers, strategic issues for school principals and supervisors, strategic issues for school administrative personnel, planning the needs of Teachers and Education Personnel (GTK), education of GTK candidates, recruitment of GTK, coaching GTK careers, GTK awards and protection, affirmation programs, professional organizations, public involvement, quality assurance, educators and professional education staff and GTK welfare. Lectures are carried out using a system of presentations, discussions, assignments, field observations and reflection.																																																																																																																			

References		Main :					
		<ol style="list-style-type: none"> 1. Darmawan, L., Jamil, R., & Rees, C. J. (2023). Human resource management and corporate social responsibility: a case study of a vocational and education training (VET) programme in Indonesia. <i>Industrial and Commercial Training</i>. 2. Dos Santos, L. M. (2022). Can I Teach Abroad? Motivations and Decision-Making Processes of Teachers to the International Locations. <i>Journal of Curriculum and Teaching</i>, 11(4), 13-23. 3. Fluri, P., Pataraiia, T., & Tagarev, T. (2022). Leadership in the Defense and Security Sector in the 21st Century. <i>Connections: The Quarterly Journal</i>, 21(1), 5-9. 4. Guthery, S., & Bailes, L. P. (2022). Building experience and retention: the influence of principal tenure on teacher retention rates. <i>Journal of Educational Administration</i>, 60(4), 439-455. 5. Hong, D. P. T., Anh, T. N., Thu, H. N., Bich, N. V., Phuong, C. T., & Nhat, T. N. (2023). Antecedents of Job Satisfaction and Its Progressive Intertwinement with Organizational Commitment: From a Higher Education Perspective. <i>The International Journal of Interdisciplinary Educational Studies</i>, 17(2), 63. 6. How Does Enterprises' Digital Transformation Impact the Educational Structure of Employees? Evidence from China. 7. Maureen, I. Y., Saroinsong, W. P., Dewi, D. K., Wiyono, B. D., & Trihantoyo, S. (2021, December). Children's Well-Being During the Pandemic. In <i>International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)</i> (pp. 1240-1244). Atlantis Press. 8. Tran, H. (2022). Revolutionizing school HR strategies and practices to reflect talent centered education leadership. <i>Leadership and Policy in Schools</i>, 21(2), 238-252. 9. Tuytens, M., Vekeman, E., & Devos, G. (2023). Strategic human resource management in primary and secondary schools. An explorative study in Flanders (Belgium). <i>Educational Management Administration & Leadership</i>, 51(3), 711-732. 10. Windasari, W., Roesminingsih, E., & Trihantoyo, S. (2022). Organizational Change in Elementary School. Does Teacher Commitment Important?. <i>Jurnal Paedagogy</i>, 9(4), 637-645. 11. Rebores, R.W. (2004) <i>Human resources administration in education: A management approach</i>. 7th ed. Boston: Pearson/Allyn and Bacon. 12. Remacle, A., Bouchard, S., & Morsomme, D. (2023). Can teaching simulations in a virtual classroom help trainee teachers to develop oral communication skills and self-efficacy? A randomized controlled trial. <i>Computers & Education</i>, 200, 104808. 13. Tyson, S. (2006) <i>Essentials of Human Resource Management</i>. 5th ed. New York: Elsevier. 14. Armstrong, M. (2006) <i>A handbook of Human Resource Management practice</i>. 10th ed. London and Philadelphia: Kogan Page Limited. 15. Mercer, J., Barker, B. dan Bird, R. (2010) <i>Human Resource Management in Education: Context, themes and impact</i>. 1st ed. London & New York: Routledge. 16. Mulyasana, D. (2011) <i>Pendidikan bermutu dan berdaya saing</i>. 1st ed. Bandung: PT Remaja Rosdakarya. 17. Iskandar, A. dan Yufriawati (2013) <i>Pengembangan pola kerja harmonis dan sinergis: Antara guru, kepala sekolah, dan pengawas</i>. Jakarta: Penerbit Bestari Buana Murni. 18. Banoğlu, K., Vanderlinde, R., Çetin, M., & Aesaert, K. (2023). Role of school principals' technology leadership practices in building a learning organization culture in public K-12 schools. <i>Journal of School Leadership</i>, 33(1), 66-91. 19. Kementerian Pendidikan dan Kebudayaan RI (2017) <i>Peraturan Menteri Pendidikan dan Kebudayaan Nomor 10 Tahun 2017 Tentang Perlindungan bagi Pendidik dan Tenaga Kependidikan</i>. Indonesia. 20. Cheng, Y. E., Yang, P., Lee, J., Waters, J., & Yeoh, B. S. (2024). Migration governance and higher education during a pandemic: Policy (mis) alignments and international postgraduate students' experiences in Singapore and the UK. <i>Journal of Ethnic and Migration Studies</i>, 50(5), 1138-1156. 21. Affuso, G., Zannone, A., Esposito, C., Pannone, M., Miranda, M.C., De Angelis, G., Aquilar, S., Dragone, M. and Bacchini, D. (2023). The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. <i>European Journal of Psychology of Education</i>, 38(1), 1-23. 22. Sahlberg, P. (2023). Trends in global education reform since the 1990 s: Looking for the right way. <i>International journal of educational development</i>, 98, 102748. 23. Danim, Sudarwan, dan Khairil. 2013. <i>Profesi kependidikan</i>. 1st ed. Bandung: Alfabeta. 24. Muhamad, N., Huda, M., Hashim, A., Tabrani, Z. A., & Maarif, M. A. (2023, December). Managing technology integration for teaching strategy: public school educators' beliefs and practices. In <i>International Conference on Information and Communication Technology for Competitive Strategies</i> (pp. 385-400). Singapore: Springer Nature Singapore. 25. Masyhud, S. (2014). <i>Manajemen profesi kependidikan</i>. Yogyakarta: Kurnia Kalam Semesta. 26. Lee, S. W., & Mao, X. (2023). Recruitment and selection of principals: A systematic review. <i>Educational Management Administration & Leadership</i>, 51(1), 6-29. 27. ElSary, A. (2023). The impact of a professional upskilling training programme on developing teachers' digital competence. <i>Journal of Computer Assisted Learning</i>, 39(4), 1154-1166. 28. Demir, A., & Budur, T. (2023). Work-life balance and performance relations during COVID 19 outbreak: a case study among university academic staff. <i>Journal of Applied Research in Higher Education</i>, 15(2), 449-472. 29. Fairman, J. C., Smith, D. J., Pullen, P. C., & Lebel, S. J. (2023). The challenge of keeping teacher professional development relevant. <i>Professional development in education</i>, 49(2), 197-209. 30. LaBelle, B. (2023). Positive outcomes of a social-emotional learning program to promote student resiliency and address mental health. <i>Contemporary School Psychology</i>, 27(1), 1-7. 31. PKPLK SPILN, S. (2016). <i>Pedoman pelaksanaan program sarjana mendidik di daerah terdepan, terluar, dan tertinggal (SM-3T) 2016</i>. 32. Rahayu, S., Yudi, Y., Rahayu, R., & Luthfi, M. (2023). The relationship of balanced scorecard perspectives and government organization performance measurement. <i>International Journal of Productivity and Performance Management</i>, 72(7), 1881-1902. 33. Ali Yusuf, F., & Widodo, W. (2023). The secret of reducing turnover intention: Evidence from Indonesia. <i>Cogent Business & Management</i>, 10(2), 2202026. 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Hendarman. 2015. <i>Revolusi Mental Pengawas Sekolah</i>. Bandung: PT Remaja Rosdakarya. 2. Masyhud, Sulthon. 2014. <i>Manajemen Profesi Kependidikan</i>. Yogyakarta: Kurnia Kalam Semesta. 					
Supporting lecturer		Dr. Nuphanudin, S.IP., M.Pd. Syunu Trihantoyo, S.Pd., M.Pd. Windasari, S.Pd., M.Pd. Dr. Ayu Wulandari, S.Pd., M.Pd. Dr. Agustin Hanivia Cindy, 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	Submission of Semester Learning Plans and Learning Contracts	<p>1. Students can understand lecture scenarios</p> <p>2. Students are able to explain the basic concepts of management of educators and education personnel</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic delivery according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting when delivering material <p>Form of Assessment : Participatory Activities</p>	Lecturing Discussion Project-based Learning 3 X 50	- -	<p>Material: Submission of Semester Learning Plans and Learning Contracts</p> <p>Library: <i>Mashhud, Sulthon. 2014. Management of the Education Profession. Yogyakarta: Kurnia Kalam Semesta.</i></p>	5%
2	Exploring optimizing the quality of educators through strategic planning	Students can explore optimizing the quality of educators through strategic planning	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Smooth communication using good and correct language 2. Systematic presentation according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting material <p>Form of Assessment : Participatory Activities</p>	Lecturing Discussion Project-based Learning 3 X 50	- -	<p>Material: Optimizing the quality of educators through strategic planning</p> <p>References: <i>Muhamad, N., Huda, M., Hashim, A., Tabrani, ZA, & Ma'arif, MA (2023, December). Managing technology integration for teaching strategy: public school educators' beliefs and practices. In International Conference on Information and Communication Technology for Competitive Strategies (pp. 385-400). Singapore: Springer Nature Singapore.</i></p>	5%

3	Analyze teacher recruitment and selection patterns to improve the quality of education	Students can analyze teacher recruitment and selection patterns to improve the quality of education	Criteria: 1. Smooth communication using good and correct language 2. Systematic presentation according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting material Form of Assessment : Participatory Activities	Lecturing Discussion Project-based Learning 3 X 50	- -	Material: Teacher recruitment and selection patterns to improve the quality of education References: Lee, SW, & Mao, X. (2023). <i>Recruitment and selection of principals: A systematic review. Educational Management Administration & Leadership, 51(1), 6-29.</i>	5%
4	Analyzing the important role of teacher placement in achieving learning goals	Students can analyze the important role of teacher placement in achieving learning goals	Criteria: 1. Smooth communication using good and correct language 2. Systematic presentation according to the material presented 3. Courage in expressing opinions and ideas in the material 4. Enthusiasm in conveying and listening in delivering material 5. Appearance or attitude in presenting material Form of Assessment : Portfolio Assessment	Lecturing Discussion Project-based Learning 3 X 50	- -	Material: The important role of teacher placement in achieving learning objectives References: Elsayary, A. (2023). <i>The impact of a professional upskilling training program on developing teachers' digital competence. Journal of Computer Assisted Learning, 39(4), 1154-1166.</i>	5%

5	Analyzing the role of work-life balance in improving teacher performance	Students can analyze the role of work-life balance in improving teacher performance	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	-	<p>Material: The role of work-life balance in improving teacher performance Reference: Demir, A., & Budur, T. (2023). <i>Work-life balance and performance relations during COVID 19 outbreak: a case study among university academic staff.</i> <i>Journal of Applied Research in Higher Education</i>, 15(2), 449-472.</p>	5%
6	Exploring the school's efforts to improve teacher professionalism	Students can explore the school's efforts to improve teacher professionalism	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	-	<p>Material: School efforts to increase teacher professionalism References: Fairman, JC, Smith, DJ, Pullen, PC, & Lebel, SJ (2023). <i>The challenge of keeping teacher professional development relevant.</i> <i>Professional development in education</i>, 49(2), 197-209.</p>	5%

7	Investigating conflict management in improving student discipline	Students can investigate conflict management in improving student discipline	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	-	<p>Material: Conflict management in improving student discipline References: <i>LaBelle, B. (2023). Positive outcomes of a social-emotional learning program to promote student resilience and address mental health. Contemporary School Psychology, 27(1), 1-7.</i></p>	5%
8	Midterm Exam (UTS)	<ol style="list-style-type: none"> 1.Students are able to answer and understand the lecturer's questions very well 2.Students are able to answer and understand the lecturer's questions well 3.Students do not answer and understand questions well 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Identify the background of the research problem 4.Interpretation of the methodology with the problems studied 5.Communicate your own perspective according to your views on the research results 6.Punctuality in collecting within the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning -	Midterm Exam (UTS) 3 X 50	<p>Material: Meeting Material 1-7 Reference: <i>Directorate of Primary and Secondary Education Education Personnel Development. 2016. Guidelines for Implementing the Learning Principal Program. Jakarta: Director General of Teachers and Education Ministry, Ministry of Education and Culture</i></p> <hr/> <p>Material: Meeting Material 1-7 Reference: <i>PKPLK SPILN, S. (2016). Guidelines for implementing undergraduate education programs in frontier, outermost and disadvantaged areas (SM-3T) 2016.</i></p>	15%

9	Understanding the impact of teacher well-being on teaching motivation and performance	Students can understand the impact of teacher welfare on motivation and teaching performance	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. The references used are 3 years old 7. Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	- -	<p>Material: The impact of teacher well-being on motivation and teaching performance References: <i>Affuso, G., Zannone, A., Esposito, C., Pannone, M., Miranda, MC, De Angelis, G., Aquilar, S., Dragone, M. and Bacchini, D. (2023). The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. European Journal of Psychology of Education, 38(1), 1-23.</i></p>	5%
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10	Photographing the Remuneration System in Improving Educator Performance	Students can photograph the Remuneration System in Improving Educator Performance	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.The references used are 3 years old 7.Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	-	<p>Material: Remuneration System in Improving Educator Performance Library: <i>Sahlberg, P. (2023). Trends in global education reform since the 1990s: Looking for the right way. International journal of educational development, 98, 102748.</i></p>	5%
11	Analyzing the Implementation of the Zoning System Policy in accepting new students	Students can analyze the implementation of the Zoning System Policy in accepting new students	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of Contents, Introduction, Summary of Journal Review, Discussion of Journal Review, Closing) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Identify the background of the research problem 4.Interpretation of the methodology with the problems studied 5.Communicate your own perspective according to your views on the research results 6.Punctuality in collecting within the deadline <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	-	<p>Material: Implementation of Zoning System Policy in Admission of New Students References: <i>Cheng, YE, Yang, P., Lee, J., Waters, J., & Yeoh, BS (2024). Migration governance and higher education during a pandemic: Policy (mis) alignments and international postgraduate students' experiences in Singapore and the UK. Journal of Ethnic and Migration Studies, 50(5), 1138-1156.</i></p>	5%

12	Optimizing education and training to develop teacher careers	Students can understand the optimization of education and training to develop teacher careers	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2.Writing system (use of capital letters, italics, punctuation) and language 3.Introduction according to the topic 4.Results and discussion according to the context of the discussion 5.Conclusions are consistent with practice goals and data acquisition 6.Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50	-	<p>Material: Optimizing education and training to develop teacher careers References: <i>Remacle, A., Bouchard, S., & Morsomme, D. (2023). Can teaching simulations in a virtual classroom help trainee teachers to develop oral communication skills and self-efficacy? A randomized controlled trial. Computers & Education, 200, 104808.</i></p>	5%
13	Analyzing the role of leaders in developing educational organizational culture	Students can analyze the role of leaders in developing educational organizational culture	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Material (Completeness and depth of material; clear, systematic, structured analysis presentation; and adequate and up-to-date references) 2.Presentation skills (Clarity in delivery of presentation material; Verbal communication skills; and Time management) 3.Ability to answer questions (accuracy of answers; and mastery of the material) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50	-	<p>Material: The Role of Leaders in the Development of Educational Organizational Culture References: <i>Banoğlu, K., Vanderlinde, R., Çetin, M., & Aesaert, K. (2023). Role of school principals' technology leadership practices in building a learning organizational culture in public K-12 schools. Journal of School Leadership, 33(1), 66-91.</i></p>	5%

14	Assessment of the performance of school principals in realizing accountability in educational institutions	Students can understand the performance assessment of school principals in realizing accountability in educational institutions	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Material (Completeness and depth of material; clear, systematic, structured analysis presentation; and adequate and up-to-date references) 2. Presentation skills (Clarity in delivery of presentation material; Verbal communication skills; and Time management) 3. Ability to answer questions (accuracy of answers; and mastery of the material) <p>Form of Assessment : Portfolio Assessment</p>	Lecturing Discussion Project-based Learning 2 X 50	-	<p>Material: Performance assessment of school principals in realizing accountability in educational institutions . Reference: <i>Rahayu, S., Yudi, Y., Rahayu, R., & Luthfi, M. (2023). The relationship of balanced scorecard perspectives and government organization performance measurement. International Journal of Productivity and Performance Management, 72(7), 1881-1902.</i></p>	5%
15	Analyzing the mechanism for terminating honorary teachers' employment	Students can analyze the mechanism for terminating honorary teachers' employment	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Conclusions are consistent with practice goals and data acquisition 6. Timeliness in collecting according to the deadline <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecturing Discussion Project-based Learning 3 X 50	-	<p>Material: Mechanism for termination of honorary teacher employment. Reference: <i>Ali Yusuf, F., & Widodo, W. (2023). The secret of reducing turnover intention: Evidence from Indonesia. Cogent Business & Management, 10(2), 2202026.</i></p>	5%

16	Final exams	Meeting Indicators 1 to 15	Criteria: 1. Report systematics (Complete report: Cover, Foreword, Table of contents, Introduction (background and practical objectives), Field Practice Methods, Results and Discussion, Conclusions and/or suggestions, Bibliography) 2. Writing system (use of capital letters, italics, punctuation) and language 3. Introduction according to the topic 4. Results and discussion according to the context of the discussion 5. Timeliness in collecting according to the deadline Form of Assessment : Project Results Assessment / Product Assessment	Lecturing Discussion Project-based Learning 3 X 50	- -	Material: Examining Student Paper Manuscripts according to the Selected Theme References: <i>Daft, RL and Marcic, D. (2010) Understanding Management. 7th ed. Singapore: Cengage Learning.</i>	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	47.5%
3.	Portfolio Assessment	37.5%
		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.

