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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Manaj. Pend. Elementary and Intermediate	8620402080	Study Program Elective Courses	T=2	P=0	ECTS=3.18	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	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-10	Able to communicate both written and orally in accordance with academic values, norms and ethics
	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	Mastering the theory/concept of Management. Pend. Elementary and Middle School in depth and able to apply them 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 studies in the field of Management. Pend. Relevant Elementary and Intermediate
	PLO-PO Matrix	

P.O	PLO-7	PLO-10
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	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 and alternative solutions to problems. Lectures are carried out using a system of presentations and discussions, field observations and reflections.

References	Main :	

1. Dean, John. 2002. Managing the Primary School. France: Taylor & Francis e-Library.
2. _____. 2002. Managing the Secondary School. France: Taylor & Francis e-Library.
3. Kemendiknas. 2011. Manajemen Berbasis Sekolah di SMP Pada Era Otonomi Daerah. Jakarta: Direktorat Jenderal Pendidikan Dasar Direktorat Pembinaan Sekolah Menengah Pertama.
4. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Jakarta: Sekretariat Negara Republik Indonesia.
5. Peraturan Pemerintah Nomor 17 Tahun 2010 tentang Penyelenggaraan Pendidikan. 2010. Jakarta: Sekretariat Negara RI.
6. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional. 2003. Jakarta: Gramedia.
7. Preedy, M. (Ed.). 1993. Managing the Effective School. New York: The Open University.
8. Gorton, R.A. 1976. School Administration. Dubuque Iowa. Wm.C. Brown Company Publisher.
9. Scheerens, J., and Bosker, R. 1977. The Foundation of Educational Effectiveness. Boston: Pergamon.

	Supporters:	

Supporting lecturer	Dr. Amrozi Khamidi, S.Pd., M.Pd. Dr. Kaniati Amalia, M.Pd. Windasari, 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	Tuition Contract		**Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50			5%
2	Understand the basic concepts of primary and secondary education	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lectures & questions and answers. 2 X 50			5%
3	Understand the basic concepts of primary and secondary education management	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lectures & questions and answers. - Discussion. 2 X 50			5%
4	Know the legal basis for implementing primary and secondary education	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lectures & questions and answers. - Discussion. 2 X 50			5%
5	Know the legal basis for implementing primary and secondary education	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lectures & questions and answers. - Discussion. 2 X 50			5%

6	Understand primary and secondary education management systems and processes	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lecture - Q&A - Discussion 2 X 50			5%
7	Understand the substance of primary and secondary education management	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lecture - Question and Answer -Group Discussion 2 X 50			5%
8	Understand the basic concepts and strategies of school-based management (SBM)	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Portfolio Assessment	-Lecture - Question and Answer -Assignment 2 X 50			15%
9	able to comprehensively review the management of effective primary and secondary education	Able to understand the management material for managing primary and secondary education effectively	**Criteria:** Full marks are obtained if you do all the questions correctly. **Form of Assessment** : Participatory Activities	group discussion assignment 2 X 50			5%
10	Effective primary and secondary education planning	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lecture - Q&A - Discussion 2 X 50			5%
11	Understanding the organization of primary and secondary education at the central levelUnderstanding the organization of primary and secondary education at the provincial levelUnderstanding the organization of primary and secondary education at the school level	Able to study and understand the organization of primary and secondary education	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	-Lecture - Question and Answer -Assignment 2 X 50			5%
12	Understand the effective implementation of primary and secondary education	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities	-Lecture - Q&A - Discussion 2 X 50			5%

13	Understand the accountability of the performance of primary and secondary education in accordance with National Education Standards (SNP)	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Project Results Assessment / Product Assessment	Lectures, questions and answers, and assignments 2 X 50			5%
14	Formulate alternative solutions to problems in the implementation of primary and secondary education	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	-Lecture - Question and Answer -Group Discussion 2 X 50			5%
15	Analyzing the implementation of primary and secondary education management in the field	Able to study, understand and convey in depth the related group discussion themes.	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer. **Form of Assessment** : Project Results Assessment / Product Assessment	-Lecture - Question and Answer -Group Discussion 2 X 50			5%
16			**Form of Assessment** : Project Results Assessment / Product Assessment				15%

Evaluation Percentage Recap: Case Study

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