	Universitas Negeri Surabaya **Faculty of Education,** **Educational Technology Undergraduate Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Educational Management	8620302016		**T=2**	**P=0**	**ECTS=3.18**	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Utari Dewi, S.Sn., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Examining various aspects of the basic concepts of educational management in schools both theoretically and practically, including curriculum management, classroom management, student management, school office management, school-based management, and strategies for building relationships between the school and the community in order to facilitate and develop teacher professionalism and principals as administrators and supervisors of learning in schools through collaborative learning

References	**Main :**

1. HM, Ahmad Rohani. 2004. Pengelolaan Pengajaran. Edisii Revisi. Jakarta: Rineka Cipta.
2. Harsono. 2007. Pengelolaan Pembiayaan Pendidikan. Yogyakarta: Pustaka Book.
3. Kaluge. L. 2003. Sendi-Sendi Manajemen Pendidikan. Surabaya: Unesa University Press.
4. Mulyasa, E. 2003. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: PT. Remaja Rosdakarya.
5. Fattah, Nanang. 2004. Landasan Manajemen Pendidikan. Bandung: PT. Remaja Rosdakarya.
6. Notoatmojo. S. 2009. Pengembangan Sumber Daya Manusia. Jakarta: Rineka Cipta Publisher.
7. Sam M. Chan dan Tuti T. Sam. 2005. Analisis SWOT: Kebijakan Pendidikan Era Otonomi Daerah. Jakarta: PT Raja Grafindo Persada.
8. Siswanto. 2006. Pengantar Manajemen. Jakarta: PT Bumi Aksara.
9. Sudjana S, Djudju. 2004. Manajemen Program Pendidikan: Untuk Non Formal. Bandung: Falah Production.
10. Suryosubroto. 2004. Manajemen Pendidikan Di Sekolah. Edisi Revisi. Jakarta: Rineka Cipta.
11. Tilaar, H.A.R. 2001. Manajemen pendidikan Nasional: Kajian Pendidikan Masa Depan. Bandung: Remaja Rosdakarya.

	Supporters:

Supporting lecturer	Dr. Karwanto, S.Ag., M.Pd. 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							0%

2	Students are able to examine the basic concepts of educational management as well as the role of educational management in solving educational problems	Students know and understand: 1. Views on management and education 2. The relationship between administration, management and education 3. Actual issues of educational management and educational quality 4. Quality of education and 8 educational standards 5. Solutions to educational problems 6. Concept accentuation educational management in accordance with the characteristics of each department within FIP Unesa	**Criteria:** 1. The assessment is divided into presentation scores and ability to ask and answer	Lectures, questions and answers, discussions 2 X 50			0%
3	Students are able to understand the science of educational management and identify the functions of educational management	Students are able to understand: 1. Educational Management as a science and art 2. Educational Management as a Profession 3. Definition of Educational Management 4. Definition of the function of educational management 5. The four functions of educational management consist of planning, organizing, mobilizing and supervising The relationship between the POAC concept	**Criteria:** ability to ask and answer	Lectures, questions and answers, discussions 2 X 50			0%
4	Students are able to understand the function of planning	Students are able to understand: 1. Understanding the function of planning 2. Planning models in education management 3. Types of planning 4. Planning and budgeting techniques Examples of planning applications in the field (RKS, Strategic Plan at the Education Office, Educational Program Planning)	**Criteria:** ability to ask and answer.	Lectures, questions and answers, discussions 2 X 50			0%
5	Students are able to understand the function of organizing	Students are able to understand: 1. Understanding the function of organizing 2. Principles of organizing 3. Process of organizing 4. Form/structure of educational organizations Examples of organizational applications in the field (RKS, Strategic Plan at the Education Service, Organizing educational programs).	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer	Lectures, questions and answers, discussions 2 X 50			0%
6	Students are able to understand the implementation function	Students are able to understand the implementation function	**Criteria:** The assessment is divided into presentation scores and ability to ask and answer.	Lectures, questions and answers, discussions 2 X 50			0%
7	Students are able to understand the function of supervision	Students are able to understand: 1. Understanding the function of supervision 2. Objectives of supervision 3. Nature of supervision 4. Basic steps for supervision and assessment of educational programs. Examples of supervision applications in the field (RKS, Strategic Plan at the Education Service, Organizing educational programs).	**Criteria:** presentation value and the ability to ask and answer.	Lectures, questions and answers, discussions 2 X 50			0%
8	Mid-Semester Exam (UTS)	Carrying out UTS	**Criteria:** Full marks are obtained if you do all the questions correctly	Written test 2 X 50			0%

9	Students are able to study the substance of curriculum and learning management	Students understand: 1. Understanding curriculum and learning 2. Scope of curriculum and learning management: program structure; basic competencies and core competencies; educational calendar; preparing schedules and dividing teacher tasks; learning process; educational calendar; schedule and distribution of tasks for educators and education staff. 3. Curriculum development model Development of syllabus in learning activities	**Criteria:** presentation value and the ability to ask and answer.	Lectures, questions and answers, discussions 2 X 50				0%
10	Students are able to study the substance of student management and special service management	Students are able to understand: 1. Definition of student management 2. Scope of student management 3. Recording of students in the main book 4. Clapper book 5. Cohort analysis 6. Definition of special service management Forms of special services in school	**Criteria:** presentation value and the ability to ask and answer.	Lectures, questions and answers, discussions 2 X 50				0%
11	Students are able to study the substance of human resource management	Students are able to understand: 1. Understanding Human Resource Management (HRM) 2. Scope of HRM 3. Planning PTK needs; 4. Recruitment/procurement; coaching and development of PTK 5. Motivation of PTK; PTK job transfer (mutation) 6. Performance monitoring and assessment 7. Dismissal of PTK 8. Accountability (reporting) of PTK in schools.	**Criteria:** presentation value and the ability to ask and answer.	Lectures, questions and answers, discussions 2 X 50				0%
12	Students are able to study the substance of facilities and infrastructure management	Students are able to understand: 1. Definition of infrastructure management 2. Scope of infrastructure management 3. Infrastructure management process 4. Solutions to educational problems in Indonesia	**Criteria:** Presentation assessment, asking and answering	Lectures, questions and answers, discussions 2 X 50				0%
13	Students are able to study the substance of financial management	Students are able to understand: 1. Definition of financial management 2. School budget principles 3. School funding cycle (resource exploration, funding, monitoring and reporting) 4. financing planning, 5. preparation of School Work Plans (RKS) Medium Term Work Plans (RKJM) , and Annual Work Plan (RKT	**Criteria:** Presentation, ability to ask and answer	Lectures, questions and answers, discussions 2 X 50				0%
14	Students are able to study the substance of management of school and community relations	Students are able to understand: 1. Definition of public relations management 2. Analysis of school and community needs 3. Preparation of public relations programs, 4. Division of implementing tasks, 5. Implementation of public relations activities, as well as monitoring, evaluating and reporting of public relations activities in schools 6. Principles of improving public relations management Techniques for increasing participation	**Criteria:** Presentation assessment, asking and answering	Lectures, questions and answers, discussions 2 X 50				0%

15	Students are able to describe educational leadership	Students are able to understand: 1. The definition of leadership and the importance of visionary and transformational leadership in education 2. Changes in the field of education, 3. Visionary leaders and concern for innovation, and 4. Visionary and transformational leaders in quality schools	**Criteria:** Presentation and ability to ask and answer	Lectures, questions and answers, discussions 2 X 50				0%
16	Students are able to describe educational and teaching supervision	Students are able to understand: 1. Definition of educational and teaching supervision 2. Principles of educational and teaching supervision 3. Techniques for educational and teaching supervision 4. Application of supervision using the concept of lesson study	**Criteria:** Presentation, answering and asking questions skills	Lectures, questions and answers, discussions 2 X 50				0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
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.