	Universitas Negeri Surabaya **Faculty of Education, Undergraduate Study Program in Out-of-School Education**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Education Management	8620502086		**T=2**	**P=0**	**ECTS=3.18**	2	July 18, 2024

AUTHORIZATION	**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
	....	....	Rivo Nugroho, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which 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	The Basics of Educational Management course is a Basic Educational Science Course and is mandatory for students majoring in FIP Unesa. This course examines various aspects of the basic concepts of educational management in general, specifically in schools both theoretically and practically, educational problems that can be solved by educational management, the function of educational management which includes planning, implementing, driving, supervising, as well as the substance of educational management which includes curriculum and learning management, student management, special services management, human resources management, facilities and infrastructure management, financial management, public relations management, as well as educational leadership and supervision as an effort to mobilize human resources as a determinant of improving the quality of education. Lectures are carried out face to face using lecture, presentation, discussion and quiz methods.

References	**Main :**

1. Roesminingsih, Erny. 2015. Dasar-dasar Manajemen Pendidikan . Surabaya: FIP Unesa
2. Hoy, W. dan Miskel, C. 2005. Educational Administration: Theory, Research, and Practice 7th Edition . New York: McGray Hill.
3. Siagian.1981. Filsafat Administrasi . Jakarta: Gunung Agung
4. Suryosubroto, 2004. Manajemen Pendidikan di Sekolah . Edisi Revisi. Jakarta: Rineka Cipta
5. Burhanuddin, dkk. 2003. Manajemen Pendidikan: Analisis Substantif d a n Aplikasinya dalam Institusi Pendidikan . Malang: UM Press.
6. Hamalik, O. 2010. Manajemen Pengembangan Kurikulum. Bandung: PT. Remaja Rosdakarya.
7. Hanson, E. M. 2003. Education Administration and Organizational Behavior 7th Edition . United States of America: Pearson Education, Inc.
8. Kaluge, L. 2003. Sendi-Sendi Manajemen Pendidikan . Surabaya: Unesa Press.
9. Luthans, F. 1989. Organizational Behavior 5th. United State: McGraw-Hill, Inc.
10. Sergiovanni, T. J., & Starratt, R. J. 2007. Supervision: A R edefinition 8th Ed. . New York: McGraw Hill.
11. Burhanuddin, dkk. 2007. Supervisi Pendidikan dan Pengajaran . Malang: UM Press.

Supporters:

	Supporting lecturer	Dr. Soedjarwo, M.S. Dr. Widodo, 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 are able to examine the basic concepts of educational management as well as the role of educational management in solving educational problems			Lectures, questions and answers, discussions 2 X 50			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			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			Lectures, questions and answers, discussions 2 X 50			0%
4	Students are able to understand the function of planning			Lectures, questions and answers, discussions 2 X 50			0%
5	Students are able to understand the function of organizing			Lectures, questions and answers, discussions 2 X 50			0%
6	Students are able to understand the implementation function			Lectures, questions and answers, discussions 2 X 50			0%
7	Students are able to understand the function of supervision			Lectures, questions and answers, discussions 2 X 50			0%
8							0%
9	Students are able to study the substance of curriculum and learning management			Lectures, questions and answers, discussions 2 X 50			0%
10	Students are able to study the substance of student management and special service management			Lectures, questions and answers, discussions 2 X 50			0%

11	Students are able to study the substance of human resource management			Lectures, questions and answers, discussions 2 X 50			0%
12	Students are able to study the substance of facilities and infrastructure management			Lectures, questions and answers, discussions 2 X 50			0%
13	Students are able to study the substance of financial management			Lectures, questions and answers, discussions 2 X 50			0%
14	Students are able to study the substance of management of school and community relations			Lectures, questions and answers, discussions 2 X 50			0%
15	Students are able to describe educational leadership			Lectures, questions and answers, discussions 2 X 50			0%
16	Students are able to describe educational and teaching supervision			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.