



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
Basics of Educational Management	8620202055		T=2 P=0 ECTS=3.18	2	July 18, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		Dr. H. Pamuji, M.Kes.		
Learning model	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
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 :						
	<ol style="list-style-type: none"> 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: McGraw 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 dan 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 Redefinition (8th Ed.). New York: McGraw Hill. 11. Burhanuddin, dkk. 2007. Supervisi Pendidikan dan Pengajaran. Malang: UM Press. 						
	Supporters:						
Supporting lecturer	Prof. Dr. H. Murtadlo, M.Pd. Dr. Endang Purbaningrum, M.Kes.						
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	1.Explains the basic concepts of Educational Management 2.Identify the role of educational management in solving problems	Criteria: Students will get maximum marks if they are able to answer correctly and dare to take the initiative to ask or answer	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	1.Explains the basic concepts of Educational Management 2.Identify the role of educational management in solving problems	Criteria: Students will get maximum marks if they are able to answer correctly and dare to take the initiative to ask or 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	1.Explaining the science of educational management 2.Identify the functions of educational management	Criteria: 1.Active student participation in lectures, in the form of asking and answering 2.Ability to complete the questions and quizzes given	Lectures and group discussions 2 X 50			0%
4	Students are able to understand the function of planning	Explain the function of educational planning	Criteria: Participation in learning activities and accuracy in answering questions	Discussion and questions and answers 2 X 50			0%
5	Students are able to understand the function of organizing	Explain the function of organizing education	Criteria: Participation in discussion activities and accuracy in answering questions	Discussion and questions and answers 2 X 50			0%
6	Students are able to understand the implementation function	1.Explain the implementation function 2.Categorize implementation functions	Criteria: 1.Activeness and participation in learning weight 40% 2.Group assignment weight 60%	Lectures, group discussions and case studies 2 X 50			0%
7	Students are able to understand the function of supervision	Explain the functions of supervision. Describe the types and functions of supervision	Criteria: 1.Activeness in learning weight 40% 2.Group discussion report weight 60%	Lectures and group discussions 2 X 50			0%
8	Students are able to understand the material from the 1st to 7th meetings	Explain the material for the 1st to 7th meetings	Criteria: The accuracy of the weight answer is 100%	Test 2 X 50			0%
9	Students are able to study the substance of curriculum and learning management	Able to describe the substance of curriculum and learning management	Criteria: 1.Activeness in learning weight 40% 2.Case analysis document product weight 60%	Discussion and analysis of 2 X 50 cases			0%
10	Students are able to study the substance of student management and special service management	Explain the substance of student management. Explain the substance of special service management	Criteria: 1.Activeness in discussion activities weighs 80% 2.Participation in lectures (exposition of lecturer material) weighs 20%	Lectures and group discussions 2 X 50			0%

11	Students are able to study the substance of human resource management	Able to explain the substance of human resource management	Criteria: 1.Activeness in group discussion activities weighing 80% 2.Accuracy in answering quizzes and questions from lecturers or friends weighs 20%	Lectures and Group Discussions 2 X 50			0%
12	Students are able to study the substance of facilities and infrastructure management	Describe the substance of facilities and infrastructure management	Criteria: 1.Accuracy in answering questions weighs 60% 2.Activeness in learning weight 40%	Lectures and group discussions 2 X 50			0%
13	Students are able to study the substance of financial management	Explain the substance of financial management	Criteria: 1.Accuracy in taking the written test with a weight of 80% 2.Activeness in learning activities weight 20%	Discussion and analysis of 2 X 50 cases			0%
14	Students are able to study the substance of management of school and community relations	Describe the management of school and community relations	Criteria: 1.Activeness in learning weight 80% 2.Accuracy in answering questions and ability to ask 20%	Group discussion 2 X 50			0%
15	Students are able to describe educational leadership	Describe educational leadership	Criteria: 1.Participation in discussion activities weighs 75% 2.Accuracy and courage in answering questions 25% weight	Group Discussion 2 X 50			0%
16	Students are able to review the entire material from the 1st to 15th meetings	Describe the entire material of the 1st to 15th meetings		2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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.