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<tr><td rowspan="3"></td><td colspan="3" align="center">Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Geography Education Undergraduate Study Program</td><td>Document Code</td></tr>
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	Universitas Negeri Surabaya **Faculty of Social and Legal Sciences** **Geography Education Undergraduate Study Program**							

SEMESTER LEARNING PLAN

Courses		**CODE**		**Course Family**		**Credit Weight**			**SEMESTER**	**Compilation Date**
Educational Leadership		8720202082				T=2	P=0	ECTS=3.18	6	July 18, 2024

AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**	**Study Program Coordinator**
		....		....	Dr. Nugroho Hari Purnomo, S.P., M.Si.

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	Providing students with experience in studying theories, concepts, typologies, styles and leadership models/approaches in general, which are then linked to leadership in the field of education and educational institutions in Indonesia, including the characteristics and abilities needed for an educational leader to manage an organization or institution education. Leadership skills that students can learn are decision-making skills to influence, mobilize, develop and empower all potential educational resources. Learning is carried out using a constructivist approach and ends with an exercise in planning the management of an educational institution in group discussion and reflection activities.

References	**Main :**	

1. Djalan, Nachrowi.2004. Teknik Pengambilan Keputusan . Jakarta: Grasindo
2. Danim, Sudarwan. 2014. Kepemimpinan Pendidikan . Bandung: Alfabeta
3. Gary, Yukl. 2006. Leadership in Organization z, Eighth Edition . Newyork: Prentice-Hall. Inc
4. Hermino, Agustinus. 2014. Kepemimpinan Pendidikan di Era Globalisasi . Yogyakarta: Pustaka Pelajar
5. Owens, G. Robert. 1991. Kepemimpinan dalam Organisasi . Jakarta: PT Indeks
6. Robbins, Stephen P. 2006. Perilaku Organisasi . Edisi Kesepuluh (terjemahan). Jakarta: Indeks Kelompok Gramedia
7. Sue, Law and Derek., Glover. 2000. Educational Leadership and Learning: Practice, Policy and Research . Newyork: open University Press
8. Wahjosumidjo. 2002. Kepemimpinan Kepala Sekolah; Tinjauan Teoritik dan Permasalahannya . Jakarta : PT. RadjaGrafindo Persada.
9. Willian G. Cunningham and Pailla A. Cordeiro. 2003. Educational Leadership: A Problem Based Approach (2nd edition). Boston: Pearson Education. Inc.

	Supporters:	

Supporting lecturer	Dr. Bambang Sigit Widodo, M.Pd. Dr. Aida Kurniawati, S.Pd., M.Si. Dr. Sukma Perdana Prasetya, S.Pd., M.T.

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	Able to understand the concept and meaning of leadership	- Explain the meaning of leadership - Explain the importance of leadership - Explain the function of leadership in organizations	**Criteria:** Each question has a maximum score weight of 25	Presentation, group discussion and reflection 2 X 50			0%
2	Able to understand leadership types	- Explain the meaning of leadership types - Explain the characteristics of leadership based on the typology. Explain the criteria for ideal leadership	**Criteria:** 1.each score has a weight of 50 2.total score 100	presentation, discussion, assignment 2 X 50			0%
3	Able to understand the basics of leadership	Explains: · Understanding leadership · The role of the principal as an educational leader · Motivation theory · Teacher motivation and leadership	**Criteria:** 1.participation 25% 2.assignment25%	Scientific approach, discussion, presentation, feedback 2 X 50			0%
4	Able to understand the concept of educational leadership	Explain: · - Explain the meaning of educational leadership - Explain the function of educational leadership - Explain educational leadership models - Explain the differences between leadership and managerial Explain the criteria for ideal leadership in organizations	**Criteria:** 1.participation 25% 2.assignment25%	Scientific approach, discussion, presentation, feedback 2 X 50			0%
5	Able to understand the concept of educational leadership	- Explain the meaning of educational leadership - Explain the function of educational leadership - Explain educational leadership models - Explain the differences between leadership and managerial - Explain the criteria for ideal leadership in educational organizations	**Criteria:** Assessment is based on the score weight of each question item	Discussions, assignments, exercises, searching for library sources and other references 2 X 50			0%

6	Able to understand leadership and teamworking in educational institutions - Explain the concept of leadership and teamworking - Explain the importance of leadership and teamworking in educational organizations - Explain the objectives of leadership and teamworking in educational organizations. - Explain the work of individuals, teams and groups in learning organizational change	1.Explain the concepts of leadership and teamworking 2.Explain the importance of leadership and teamworking in educational organizations 3.Explain the purpose of leadership and teamworking in educational organizations. 4.Explain the work of individuals, teams and groups in learning organizational change	**Criteria:** Assessment is based on the weight of the score for each question item	Discussion, problem-based learning (cases), observation and 2 X 50 assignments			0%
7	Able to understand leadership and teamworking in educational institutions - Explain the concept of leadership and teamworking - Explain the importance of leadership and teamworking in educational organizations - Explain the objectives of leadership and teamworking in educational organizations. - Explain the work of individuals, teams and groups in learning organizational change	1.Explain the concepts of leadership and teamworking 2.Explain the importance of leadership and teamworking in educational organizations 3.Explain the purpose of leadership and teamworking in educational organizations. 4.Explain the work of individuals, teams and groups in learning organizational change	**Criteria:** Assessment is based on the weight of the score for each question item	Discussion, problem-based learning (cases), observation and 2 X 50 assignments			0%
8	UTS			2 X 50			0%
9	Able to understand the character of effective leadership in education	- Explain the meaning of effective leadership - Explain the characteristics of effective leadership - Explain models of effective leadership in education. - Explain the types of effective leadership - Explain the responsibilities of leaders in educational organizations	**Criteria:** Assessment is based on the weight of the score for each question item	Discussion, assignments and exercises 2 X 50			0%

10	Able to understand leadership in the management of educational institutions	- Explain the meaning of an educational organization - Explain influencing leadership skills - Explain mobilizing leadership skills - Explain developing leadership skills - Explain empowering leadership skills - Explain the role of leadership in managing the potential of educational resources. - Explaining organizational behavior in education - Explaining the moral and ethical dimensions of leadership	**Criteria:** Assessment is based on the weight of the score for each question item	Discussions, assignments, case studies, and 2 X 50 field observation assignments			0%
11	Able to understand leadership in the management of educational institutions	- Explain the meaning of an educational organization - Explain influencing leadership skills - Explain mobilizing leadership skills - Explain developing leadership skills - Explain empowering leadership skills - Explain the role of leadership in managing the potential of educational resources. - Explaining organizational behavior in education - Explaining the moral and ethical dimensions of leadership	**Criteria:** Assessment is based on the weight of the score for each question item	Discussions, assignments, case studies, and 2 X 50 field observation assignments			0%
12	Able to understand leadership in the management of educational institutions	- Explain the meaning of an educational organization - Explain influencing leadership skills - Explain mobilizing leadership skills - Explain developing leadership skills - Explain empowering leadership skills - Explain the role of leadership in managing the potential of educational resources. - Explaining organizational behavior in education - Explaining the moral and ethical dimensions of leadership	**Criteria:** Assessment is based on the weight of the score for each question item	Discussions, assignments, case studies, and 2 X 50 field observation assignments			0%

No	Able to	Description	Criteria	Method			%
13	Able to explain educational concepts in learning management	- Explain the meaning of social, political and educational context in learning management - Explain the framework of duties and responsibilities of educational organizations. - Explain the nature, responsibilities and roles of individuals in managing educational organizations	**Criteria:** Assessment is based on the weight of the score in each question item	Discussion, problem-based learning, and reflection 2 X 50			0%
14	Able to understand strategies for building effective communication systems in educational organizations	- explain the meaning of effective communication - explain the importance of communication in institutional management in the educational sector - explain the function of communication in the change process - explain strategies for building communication in educational organizations	**Criteria:** Assessment is based on the maximum score weight for each question item	Discussion, problem-based learning, and reflection 2 X 50			0%
15	Able to understand problems in educational leadership	- define the meaning of problems in educational organizations - identify educational problems - explain the principles of school improvement - explain cultural diversity and community relations. - Explain the development of educational organizations - Analyze successful educational leadership.	**Criteria:** Assessment is based on the maximum score weight in each question item	Discussion, problem based learning, case analysis and reflection 2 X 50			0%
16							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.