| | | | | | | Document Code |
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| | **Universitas Negeri Surabaya**<br>**Faculty of Education,**<br>**Early Childhood Education Teacher Education Undergraduate Study Program** | | | | | |

| **SEMESTER LEARNING PLAN** | | | | | | |
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| **Courses** | | **CODE** | **Course Family** | **Credit Weight** | **SEMESTER** | **Compilation Date** |
| **Basics of Educational Management** | | 8620702018 | | **T=2** **P=0** **ECTS=3.18** | 3 | July 18, 2024 |
| **AUTHORIZATION** | | **SP Developer** | | **Course Cluster Coordinator** | **Study Program Coordinator** | |
| | | ...................................... | | ...................................... | Kartika Rinakit Adhe, S.Pd., M.Pd. | |

| **Learning model** | **Case Studies** |
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| **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** | This course provides educators with the concept of educational management, managerial skills in educational organizations, the trilogy of educational leadership, management functions in general and specifically for education, and its implementation in a multicultural country with school-based regional autonomy. |
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| **References** | **Main :** | |
|---|---|---|
| | | 1. |
| | | Fattah, Nanang, 1997. *Landasan Manajemen Pendidikan* . Bandung: Remaja Rosdakarya |
| | | Moeljosoeseno, 2002. *Pendidikan Budi Pekerti di Rumah dan di Perguruan* . Surabaya: Yayasan Djojobojo |
| | | Pidarta, Made. 2004. *Manajemen Pendidikan Indonesia.* Jakarta: Rineka Cipta<br>Setyowati, Sri, 2011. *Konsep dan Implementasi Manajemen Pendidikan mengangkat isu Pendidikan Budi Pekerti* . Surabaya: Zifatama Media |
| | **Supporters:** | |
| | | |
| **Supporting lecturer** | Dra. Mas'udah, M.M.Pd.<br>Dr. Sri Setyowati, 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 | Understand management concepts in general | Can understand the development of terms and boundaries of educational management | **Criteria:**<br>All agree | | Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50 | | | 0% |
| 2 | Understand management concepts in educational organizations | Can understand management concepts in educational organizations POAC functions | **Criteria:**<br>1.Presentation 30%<br>2.Argumentation 35 %<br>3.Relevant illustrations 35 % | | Clarification of material and identification of needs. Discussion Reflection/evaluation 2 X 50 | | | 0% |

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| 3 | Understanding the Implementation of Education Management | Can understand Division of Work, Power and Responsibility, Discipline, Unity of direction and command, interests, fairness, order, stability, initiative | **Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 % | Clarification of discussion material. Reflection/evaluation. 2 X 50 | | | | 0% |
| 4 | Understanding Leadership in Educational Management | Can understand the Trilogy of Educational Leadership according to Ki Hajar Dewantara | **Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 % | Clarification of discussion material. Reflection/evaluation. 2 X 50 | | | | 0% |
| 5 | Understanding Educational Management from a Global perspective | Can understand the principles of effective, efficient, flexible management and their implementation in the era of autonomy | **Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 % | Clarification of discussion material. Reflection/evaluation. 2 X 50 | | | | 0% |
| 6 | Understanding the Quo Vadis of Multicultural Education | Can understand education management in multicultural countries, SBM, decentralization, and curriculum | **Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 % | Clarification of discussion material. Reflection/evaluation. 100 minutes 2 X 50 | | | | 0% |
| 7 | Understand the requirements to become a manager | Can understand Managerial Skills in leading educational organizations | **Criteria:** 1. Presentation 30% 2. Argumentation 35 % 3. Relevant illustrations 35 % | Clarification of discussion material. Reflection/evaluation. 2 X 50 | | | | 0% |
| 8 | UTS | UTS | **Criteria:** Essay writing test | UTS 2 X 50 | | | | 0% |
| 9 | Understanding the Function of Planning in Educational Management | Can understand the Function of Planning in Educational Management | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 10 | Understanding the Organizing Function in Education Management | Can understand the Organizing Function in Education Management | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 11 | Understanding the Mobilization function in Education Management | Can understand the function of movement in management (directing) | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 12 | Understand the function of personnel and Human Resources in Education Management | Can understand the function of personnel and Human Resources in Education Management | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 13 | Understanding sources of education funding and education budgeting | Can understand sources of education funds and education budgeting | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 14 | Understanding curriculum management in education | Can understand curriculum management in education | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 15 | Understand supervision, control and control in educational management | Can understand supervision, control and control in educational management | **Criteria:** 1. Fair 30 % 2. Credible 35 % 3. Logically implemented/measurable 35% | Discussion per group Clarification Reflection/ Evaluation 2 X 50 | | | | 0% |
| 16 | Summative Exam | Summative Exam | **Criteria:** Summative Exam | Summative Exam 2 X 50 | | | | 0% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
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| | 0% |
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**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.