



<b>Short Course Description</b>	Studies regarding; (1) Development of administrative theory; (2) Organizational structure; (3) Organizational culture; (4) Motivation; (5) Leadership; (6) Decision making; (7) Communication; (8) Organizational changes; (9) Government and education; (10) Excellence, equality and education; (11) School finances and productivity; (12) Legal and educational considerations; (13) Curriculum development and implementation; (14) Analysis and improvement of learning; (15) Administration/human resource management. These studies are expected to be implemented in relation to the management system of early childhood education (PAUD), primary, secondary and higher education in an effective and efficient education management system. Students are expected to understand conceptually regarding system analysis management of PAUD, primary, secondary and higher education including research results and novelty (aspects of novelty) both substantively and methodologically which can be studied and used as a model or comparison material to support writing a dissertation and articles. The systematics of writing chapter reviews include: (A) summary content based on the chapter studied (see the final abilities of each learning stage/lesson material); its relation to the PAUD management system, primary secondary and higher education; (D) what things need to be repaired/improved/developed for future/further school management; (E) what the results are in the author's opinion; (F) the author's new offer is based on the results of a literature study/small research and the results of relevant previous research; (G) recommended model offered in the form of a context diagram.														
<b>References</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"><b>Main :</b></td> <td></td> </tr> <tr> <td></td> <td>1. Lunenburg, F.C., &amp; Ornstein, A.C. (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</td> </tr> <tr> <td><b>Supporters:</b></td> <td></td> </tr> <tr> <td></td> <td> <ol style="list-style-type: none"> <li>1. 1. Hoy, W.K &amp; Miskel, C.G. (2012). Educational Administration: Theory, Research and Practice. 9th.Ed. New York: McGraw Hill. Saitis, C &amp; Saiti, A. (2018). Initiation of Educators into Educational Management Secrets. Switzerland: Springer.</li> <li>2. 2. Sindhu, I.S. (2012). Educational Administration and Management. Delhi: Pearson</li> <li>3. 3. Kerry Shephard. (2015). Higher Education for Sustainable Development. Palgrave Macmillan, 2015. doi: 10.1057/9781137548412.0003</li> <li>4. 4. 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Mohd Shakir. Using Henry Fayol's Principles for Better Classroom Management. Public Policy and Administration Research <a href="http://www.iiste.org">www.iiste.org</a> ISSN 2224-5731(Paper) ISSN 2225-0972(Online) Vol.4, No.11, 2014</li> <li>16.16. . Tony Harland and Neil Pickering. 2011. Values in Higher Education Teaching. London and New York: Routlege . Taylor and Francis Group</li> </ol> </td> </tr> </table>							<b>Main :</b>			1. Lunenburg, F.C., & Ornstein, A.C. (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning	<b>Supporters:</b>			<ol style="list-style-type: none"> <li>1. 1. Hoy, W.K &amp; Miskel, C.G. (2012). Educational Administration: Theory, Research and Practice. 9th.Ed. New York: McGraw Hill. Saitis, C &amp; Saiti, A. (2018). Initiation of Educators into Educational Management Secrets. Switzerland: Springer.</li> <li>2. 2. Sindhu, I.S. (2012). Educational Administration and Management. 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<b>Supporting lecturer</b>	Prof. Dr. Sujarwanto, M.Pd. Dr. Erny Roesminingsih, M.Si.														
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>								
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>										
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>								

1	Able to understand, implement, analyze and evaluate: development of administrative theory	Explain: (1) what is theory, development of administrative thought, schools as open systems, the learning organizations (2) development of administrative theory in relation to the PAUD management system, primary and secondary education in Indonesia, high	<p><b>Criteria:</b></p> <p>1. This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments</p> <p>2. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline		<p><b>Material:</b> (1) what is theory, development of administrative thought, schools as open systems, the learning organizations (2) development of administrative theory</p> <p><b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
2	Able to understand, implement, analyze and evaluate: organizational structure	Explain: (1) what is organizational structure?, the bureaucratic model, the participatory management model, alternative models of organizational structure, the school as a social system; (2) organizational structure in relation to the PAUD management system, primary and secondary education in Indonesia	<p><b>Criteria:</b></p> <p>This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Online		<p><b>Material:</b> (1) what is organizational structure?, the bureaucratic model, the participatory management model, alternative models of organizational structure, the school as a social system; (2) organizational structure in relation to the management system of PAUD, primary and secondary education in Indonesia.</p> <p><b>Reference:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
3	Able to understand, implement, analyze and evaluate: organizational culture	organizational culture?, creating, maintaining and changing organizational culture, effect of organizational culture, organizational climate; (2) organizational culture in relation to the management system of PAUD, primary and secondary education in Indonesia	<p><b>Criteria:</b></p> <p>This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Online		<p><b>Material:</b> what is organizational culture?, creating, maintaining and changing organizational culture, effect of organizational culture, organizational climate</p> <p><b>Reference:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%

4	Able to understand, implement, analyze and evaluate: motivation	Explains: (1) defining motivation, content theories, process theories; (2) motivation related to the management system of PAUD, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	Offline		<p><b>Material:</b> defining motivation, content theories, process theories; <b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	10%
5	Able to understand, implement, analyze and evaluate: leadership	Explain: (1) the nature of leadership, trait theories, behavior theories, contingency theories, leadership style, other contemporary perspectives; (2) leadership in relation to the management system of PAUD, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>		Online	<p><b>Material:</b> 1) the nature of leadership, trait theories, behavior theories, contingency theories, leadership style, other contemporary perspectives; <b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
6	Able to understand, implement, analyze and evaluate: decision making	Explain: (1) the nature of decision making, types of decisions, how are decisions made?, benefits of group decision making, problems with group decision making, group decision making techniques; (2) decision making in relation to the PAUD management system, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>		Online	<p><b>Material:</b> the nature of decision making, types of decisions, how are decisions made?, benefits of group decision making, problems with group decision making, group decision making techniques; <b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%

7	Able to understand, implement, analyze and evaluate: communication	Explain: (1) the importance of communication, the communication process, nonverbal communication, direction communication, communication networks, communication and technology, barriers to communication, overcoming barriers to communication; (2) communication in relation to the PAUD management system, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	Lurig		<p><b>Material:</b> the importance of communication, the communication process, nonverbal communication, direction of communication, communication networks, communication and technology, barriers to communication, overcoming barriers to communication</p> <p><b>Reference:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
8	UTS	<p>1. Understand and analyze all the material tested</p> <p>2. Answer all questions correctly</p>	<p><b>Criteria:</b> Minimum 70% correct</p> <p><b>Form of Assessment</b> : Test</p>	Offline		<p><b>Material:</b> All material taught.</p> <p><b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	10%
9	Able to understand, implement, analyze and evaluate: organizational change	Explain: (1) forces for change, resistance to change, overcoming resistance to change, managing change, Kotter's eight step plan, organizational development; (2) organizational changes related to the PAUD management system, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers.</p> <p><b>Form of Assessment</b> : Participatory Activities</p>	Offline		<p><b>Material:</b> forces for change, resistance to change, overcoming resistance to change, managing change, Kotter's eight step plan, organizational development</p> <p><b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%

10	Able to understand, implement, analyze and evaluate: government and education	Explain: (1) the federal role in education, changing roles in the federal government and education, federal programs and activities in education, state government and education, state education agencies, state reform movements, organization of school districts, local school boards, the school superintendent, the central staff, the principal and the school; (2) Government and education are related to the PAUD management system, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		online	<p><b>Material:</b> the federal role in education, changing roles in the federal government and education, federal programs and activities in education, state government and education, state education agencies, state reform movements, organization of school districts, local school boards, the school superintendent, the central staff, the principal and the school;</p> <p><b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
11	Able to understand, implement, analyze and evaluate: excellence, equality and education.	Explains: (1) definitions and labels, the role of the schools, do schools make a difference? large scale studies, international achievement gaps in education; (2) excellence, equality and education in relation to the management system of PAUD, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline		<p><b>Material:</b> definitions and labels, the role of the schools, do schools make a difference? large scale studies, international achievement gaps in education;</p> <p><b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
12	Able to understand, implement, analyze and evaluate: excellence, equality and education.	Explains: (1) definitions and labels, the role of the schools, do schools make a difference? large scale studies, international achievement gaps in education; (2) excellence, equality and education in relation to the management system of PAUD, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline		<p><b>Material:</b> definitions and labels, the role of the schools, do schools make a difference? large scale studies, international achievement gaps in education</p> <p><b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%

13	Able to understand, implement, analyze and evaluate: legal considerations and education	Explains: (1) legal framework for public education, the law and professional personnel, the law and students, the law and state issues; (2) legal and educational considerations in relation to the PAUD management system and basic education	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline		<p><b>Material:</b> legal framework for public education, the law and professional personnel, the law and students, the law and state issues; <b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
14	Able to understand, implement, analyze and evaluate: curriculum development and implementation	Explain: (1) curriculum definitions and approaches, curriculum development, components of curriculum development, what knowledge is of most worth?, the roles of the curriculum worker, implementation as a change process; (2) curriculum development and implementation in relation to the PAUD management system, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline		<p><b>Material:</b> curriculum definitions and approaches, curriculum development, components of curriculum development, what knowledge is of most value?, the roles of the curriculum worker, implementation as a change process; <b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
15		Explains: (1) review of the research on teaching, teacher style, teacher interaction, teacher characteristics, teacher effects, teacher contexts: new research, new paradigms, reconceptualizing teaching, aptitude, achievement and human capital; (2) analysis and improvement of learning in relation to the management system of PAUD, primary and secondary education in Indonesia	<p><b>Criteria:</b> This form of assessment is carried out through individual effectiveness and participation in the learning process and assignments. Assessment is carried out during the lecture process by identifying student participation through questions and answers and discussions.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Offline		<p><b>Material:</b> review of the research on teaching, teacher style, teacher interaction, teacher characteristics, teacher effects, teacher contexts: new research, new paradigms, reconceptualizing teaching, aptitude, achievement and human capital; <b>References:</b> <i>Lunenburg, FC, &amp; Ornstein, AC (2012). Educational Administration: Concepts and Practices. Sixth Edition. United States: Wadsworth Cengage Learning</i></p>	5%
16	UAS	Do the questions correctly	<p><b>Criteria:</b> At least 70% correct</p> <p><b>Form of Assessment :</b> Test</p>		Online		15%

### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Test	25%
		100%

### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.