



**Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Educational Management**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Development of Theory and Practice of Educational Supervision	8603102930	MKK	T=0	P=0	ECTS=0	2	November 20, 2022																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Dr. Nunuk Hariyati, M.Pd.		Prof. Dr. Murtadlo, M.Pd.			Dr. Nunuk Hariyati, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	Program Objectives (PO)																																																																																									
	PO - 1	Students are able to develop knowledge and practice through the process of abstracting the scope of educational supervision to produce innovative and tested work																																																																																								
	PO - 2	Students are able to solve educational supervision problems through identifying and preparing alternative solutions through inter, multi, or transdisciplinary approaches																																																																																								
	PO - 3	Students are able to manage, lead and implement the educational supervision process and express it in written work that is beneficial for science and human benefit.																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>						P.O	PO-1	PO-2	PO-3																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	The course on developing the theory and practice of educational supervision equips students to be able to innovate in developing knowledge in the field of educational management by abstracting theories and concepts of educational supervision, approaches, techniques and instrument development so as to produce new thoughts and designs about educational supervision that are flexible and visible, and can implement them. in carrying out their duties and roles in the world of education through a process of exploration, assessment, interpretation, synthesis and information that produces work.																																																																																									
References	Main :																																																																																									

1. Glickman, CD., Gordon, SP., & Ross-Gordon, JM. 2013. *The Basic Guide to Supervision and Instructional Leadership*. USA: Pearson
2. Bafadal, I. 2003. *Peningkatan Profesionalisme Guru Sekolah Dasar dalam Kerangka Manajemen Peningkatan Mutu Berbasis Sekolah*. Jakarta: Bumi Aksara
3. Bernard, Jenine M. and Rodney K. Good Year. 1992. *Fundamentals of Clinical Supervision*. Boston: Allyn and Bacon.
4. Burhanuddin, dkk. 2007. *Supervisi Pendidikan dan Pengajaran: Konsep, Pendekatan, dan Penerapan Pembinaan Profesional*. Malang: FIP Universitas Negeri Malang
5. Glickman, C.D. 1981. *Developmental Supervision: Alternative for Helping Teachers Improve Instructions*. Virginia, Alexandria: ASCD.
6. Imron, A. 2011. *Supervisi Pembelajaran Tingkat Satuan Pendidikan*. Jakarta: Bumi Aksara.
7. Marks, Sivo James R. 1985. *Handbook of Educational Supervision: a Guide for Practitioner*. Boston: Allyn Bacon, Inc.
8. Neagley, Rose L. and Evan, N. 1980. *Handbook for Effective Supervision of Instruction*. Englewood Eliffs: Prentice Hall, Inc.
9. Oliva, Peter F. 1984. *Supervision for Todays School*. New York: Longman.
10. Prasoj, D.L dan Sudiyono. 2011. *Supervisi Pendidikan*. Yogyakarta: Gava Media.
11. Sagala, S. 2012. *Supervisi Pembelajaran dalam Profesi Pendidikan*. Bandung: Alfabeta
12. Sahertian, A. P. 2008. *Konsep Dasar dan Teknik Supervisi Pendidikan dalam Rangka Pengembangan Sumber Daya Manusia*. Jakarta: Rineka Cipta
13. Sergiovanni, T. and Starrat, R.J. 1983. *Supervisions: Human Perspective*. New York: Mc. Graw Hill Book Company.
14. Suhardan, D. 2014. *Supervisi Profesional: Layanan dalam Meningkatkan Mutu Pembelajaran di Era Otonomi Daerah*.
15. Tim Pengembang Bahan Ajar LPPKS. 2017. *Supervisi Akademik dan Penilaian Kinerja Guru*. Solo: LPPKS Indonesia.
16. Wiles, Kimball. 1987. *Supervision for Better School*. New York: Prentice Hall, Inc

Supporters:

1. Artikel dalam Jurnal Nasional dan Internasional Bereputasi

Supporting lecturer

Prof. Dr. H. Murtadlo, M.Pd.
Dr. Nunuk Hariyati, S.Pd., 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	Learning orientation and Lecture Contract	1.Students know the objectives of the course to develop the theory and practice of educational supervision 2.Students know the competencies that must be achieved in lectures on the theory and practice of educational supervision 3.Students make a lecture contract which is agreed with the lecturer 4.Students know references that are relevant to lectures	Criteria: Activeness and Participation Form of Assessment : Participatory Activities		Cooperative Learning 2 X 50	Material: Basics of Educational Supervision Library: <i>Articles in Reputable National and International Journals</i>	2%
2	Students are able to abstract the concept and scope of supervision holistically	Generalizing the scope of educational supervision	Criteria: Included in the 20% participation assessment Form of Assessment : Participatory Activities		Cooperative Learning/Discussion/Q&A 2 X 50	Material: Concept and scope of educational supervision References: <i>Glickman, CD., Gordon, SP., & Ross-Gordon, JM. 2013. The Basic Guide to Supervision and Instructional Leadership. USA: Pearson</i>	2%

3	Students are able to develop educational supervision techniques according to the context of comprehensive supervision	Identify and determine individual and group supervision techniques	Criteria: attached Form of Assessment : Participatory Activities		Project Based Learning (PjBL) 2 X 50	Material: Individual techniques in educational supervision Reference: <i>Glickman, CD 1981. Developmental Supervision: Alternative for Helping Teachers Improve Instructions. Virginia, Alexandria: ASCD.</i> <hr/> Material: Group techniques in educational supervision. References: <i>Glickman, CD 1981. Developmental Supervision: Alternative for Helping Teachers Improve Instructions. Virginia, Alexandria: ASCD.</i>	3%
4	Students are able to abstract, generalize, synthesize and interpret the interpersonal skills needed to carry out comprehensive and in-depth educational supervision	1. Identifying and abstracting appropriate supervisory behavior through a variety of approaches 2. Identifying and abstracting directive and non-directive control behavior in the implementation of supervision 3. Identifying and abstracting directive informational behavior in the implementation of supervision 4. Identifying and abstracting collaborative actions in the implementation of supervision 5. Analyze and formulate supervision development strategies in theory and practice	Criteria: attached Form of Assessment : Participatory Activities		Project Based Learning (PjBL) 2 X 50	Material: Supervision Interpersonal Skills References: <i>Glickman, CD., Gordon, SP., & Ross-Gordon, JM. 2013. The Basic Guide to Supervision and Instructional Leadership. USA: Pearson</i>	3%

5	Students are able to abstract, explore, synthesize, interpret and develop educational supervision techniques and are able to identify problems in implementing supervision techniques as well as develop alternative solutions	<ol style="list-style-type: none"> 1.Students are able to: Develop assessment techniques and prepare supervision plans 2.Design and develop supervision plans appropriately and in depth 3.Develop and plan observation actions in the implementation of supervision 4.Develop an evaluation plan for the implementation of supervision 	<p>Criteria: attached</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning (PjBL) 2 X 50	<p>Material: Supervision Techniques</p> <p>References: <i>Neagley, Rose L. and Evan, N. 1980. Handbook for Effective Supervision of Instruction. Englewood Eliffs: Prentice Hall, Inc.</i></p>	3%
6	Students are able to abstract, explore, synthesize and interpret technical tasks in the implementation of supervision in a comprehensive and in-depth manner	<ol style="list-style-type: none"> 1.Students are able to: Develop actions to provide direct assistance to teachers 2.Design and prepare group development plans in supervision 3.Design and prepare teacher professional development plans 4.Design and prepare curriculum development plans 5.Developing the implementation of action research for teachers 	<p>Criteria: attached</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning (PjBL) 2 X 50	<p>Material: Technical Supervision Tasks</p> <p>References: <i>Glickman, CD., Gordon, SP., & Ross-Gordon, JM. 2013. The Basic Guide to Supervision and Instructional Leadership. USA: Pearson</i></p>	3%
7	Students are able to abstract, explore, synthesize, and interpret task culture in supervision in a comprehensive and in-depth manner	<ol style="list-style-type: none"> 1.Develop and plan activities that facilitate change 2.Building abilities and skills in responding to diversity 3.Building and developing community within the school 	<p>Criteria: attached</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning (PjBL) 2 X 50	<p>Material: Task Culture in Supervision</p> <p>References: <i>Glickman, CD., Gordon, SP., & Ross-Gordon, JM. 2013. The Basic Guide to Supervision and Instructional Leadership. USA: Pearson</i></p>	3%
8	Students are able to carry out UTS in an orderly manner in accordance with mutually agreed regulations	UTS results	<p>Criteria: attached</p> <p>Form of Assessment : Test</p>	UTS Take Home 2 X 50	<p>Material: Topic material 1-7</p> <p>References: <i>Articles in Reputable National and International Journals</i></p>	20%

9	Students are able to abstract the concept of supervision theoretically and practically through the lecturer review process and are able to compose a book	<ol style="list-style-type: none"> 1. Abstracting literature study methods 2. Analyze a minimum of 20 articles in the last 10 years in accredited National Journals 3. Analyze a minimum of 10 articles from the last 10 years in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	3%
10	Students are able to abstract the concept of supervision theoretically and practically through the lecturer review process and are able to compose a book	<ol style="list-style-type: none"> 1. Abstracting literature study methods 2. Analyze a minimum of 20 articles in the last 10 years in accredited National Journals 3. Analyze a minimum of 10 articles from the last 10 years in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	5%
11	Students are able to abstract the concept of supervision theoretically and practically through the lecturer review process and are able to compose a book	<ol style="list-style-type: none"> 1. Abstracting literature study methods 2. Analyze a minimum of 20 articles in the last 10 years in accredited National Journals 3. Analyze a minimum of 10 articles from the last 10 years in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	3%

12	Students are able to abstract the concept of supervision theoretically and practically through the lecturer review process and are able to compose a book	<ol style="list-style-type: none"> 1. Abstracting literature study methods 2. Analyze a minimum of 20 articles in the last 10 years in accredited National Journals 3. Analyze a minimum of 10 articles from the last 10 years in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	5%
13	Students are able to abstract the concept of supervision theoretically and practically through the lecturer review process and are able to compose a book	<ol style="list-style-type: none"> 1. Abstracting literature study methods 2. Analyze a minimum of 20 articles in the last 10 years in accredited National Journals 3. Analyze a minimum of 10 articles from the last 10 years in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	5%
14	Students are able to abstract the concept of supervision theoretically and practically through the lecturer review process and are able to compose a book	<ol style="list-style-type: none"> 1. Abstracting literature study methods 2. Analyze a minimum of 20 articles in the last 10 years in accredited National Journals 3. Analyze a minimum of 10 articles from the last 10 years in accredited international journals 4. Analyze books and other relevant references 	<p>Criteria: attached</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		Project Based Learning (PjBL) 2 X 50	<p>Material: National and International Articles</p> <p>Bibliography: <i>Articles in Reputable National and International Journals</i></p>	5%

15	Students are able to abstract the entire academic supervision material	<ol style="list-style-type: none"> 1. Students are able to clarify the concept and function of supervision 2. Students are able to clarify supervision techniques and approaches 3. Students are able to identify supervision problems 4. Students are able to determine effective academic supervision instruments 5. Students are able to develop scenarios for implementing effective supervision 	Criteria: Participation and activeness of participants Form of Assessment : Project Results Assessment / Product Assessment		Discussion, Questions and Answers, Reflection 2 X 50	Material: Material for 1 semester References:	5%
16	Students are able to complete the UAS in an orderly manner in accordance with mutually agreed regulations	UAS results	Criteria: attached Form of Assessment : Test		UAS Take Home 2 X 50	Material: All material studied in 1 semester References:	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	31.17%
2.	Project Results Assessment / Product Assessment	17.17%
3.	Test	51.67%
		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** 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.

