



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
Leadership and Educational Organizational Behavior	8603103926	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	1	August 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model **Project Based Learning**

Program Learning Outcomes (PLO) **PLO study program that is charged to the course**

Program Objectives (PO)

PO - 1	CPMK 1- Able to apply the concepts and theories of educational leadership and conflict management in the field of education
PO - 2	CPMK2- Able to develop leadership theory and group dynamics by applying interdisciplinary and multidisciplinary approaches in studying and solving problems in educational institutions.
PO - 3	CPMK3- Able to design problem solving strategies by applying a leadership style according to the situation and conditions surrounding the educational institution
PO - 4	CPMK 4- Constructing theories of educational leadership and conflict management applied in the field of education.

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> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

PO Matrix at the end of each learning stage (Sub-PO)

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Short Course Description The educational leadership course is mandatory for students of the educational management study program. This course discusses various concepts, theories, styles and approaches to leadership and organizational behavior in the field of education, including conflict management theory and group dynamics; Next, the discussion is related to cases in educational institutions. Activities of reviewing case studies and reviewing research are carried out to strengthen understanding of leadership theory and organizational behavior in the field of educational education. Learning includes providing information, discussions, giving assignments, presentations, and leadership practice (simulation). Evaluation of learning outcomes is carried out through written tests, assignments, presentations and performance in case simulations and educational leadership best practices.

References **Main :**

1. 1. Gosling, A. Marturano, & P Dennison. (2003). A Review of Leadership Theory and Competence Framework. University of Exeter: Centre for Leadership Studies.
2. 2. Ingvarson, Lawrence, Michelle Anderson, Peter Gronn, & Andrew Jackson (2006). Standards for School Leadership: A Critical Review of Literature. Australian Institute for Teaching and School Leadership Ltd.
3. 3. Northhouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.

Supporters:

1. 1. Burhanuddin. 1994. Analisis Administrasi Manajemen dan Kepemimpinan Pendidikan. Jakarta: BumiAksara.
2. 2. Effendi, Onong Uchjana. 1986. Kepemimpinan dan Komunikasi. Yogyakarta: Kanisius.
3. 3. Kartono, Kartini. 1998. Pemimpin dan Kepemimpinan. Jakarta: PT Raja Grafindo Persada
4. 4. Pidarta, Made. 1995. Peranan Kepala Sekolah pada Pendidikan Dasar. Jakarta: Grasindo
5. 5. Siagian, Sondang P. 1994. Teori dan Praktek Kepemimpinan. Jakarta: PT Rineka Cipta
6. 6. Sutarto. 1998. Dasar-dasar Kepemimpinan Administrasi. Yogyakarta: Gajah Mada University Press.
7. 7. Wahyosumidjo. 2001. Kepemimpinan Kepala Sekolah; Tinjauan Teoritik dan Permasalahannya. Jakarta: PT Raja Grafindo
8. 8. Yukl, Gary. 1998. Kepemimpinan Dalam Organisasi: Leadership in Organization 3rd (edisi bahasa Indonesia). Jakarta: Prenhallindo

Supporting lecturer

Prof. Dr. H. Haris Supratno
Dr. Erny Roesminingsih, M.Si.

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 and implement agreements and rules for the Leadership and Organizational Behavior course in one semester	1. Students are required to make a review of the material 2. Presentation. 3. Students are required to have publications in the Leadership and Organizational Behavior course	Criteria: .The assessment is divided into the value of the ability to ask and answer. 2.Assessment of papers can be done through presentation, asking skills and answering skills. 3. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, the answer to the questioner is correct, and is able to provide applicable suggestions Form of Assessment : Participatory Activities		1. Lecture 2. Discussion 3. Question and answer	Material: Leadership concepts and organizational behavior References: 3. Northhouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.	5%

2	Explain and analyze trait theory and skills approach and relate it to practice in the field of education	explain, discuss and solve leadership problems using trait theory and skills approach and relate it to practice in the field of education	<p>Criteria: 1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		Small Group Discussion	<p>Material: Trait approach theory and skills approach in leadership. References: 3. Northouse, Peter G. (2016). <i>Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	0%
3		1. Able to explain, analyze and solve problems in behavioral approach theory and relate it to practice in the field of education. 2. Able to explain, analyze and solve problems in situational approach theory and relate it to practice in the field of education	<p>Criteria: 1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Small Group Discussion	<p>Material: Behavioral approach theory and situational approach in leadership. References: 3. Northouse, Peter G. (2016). <i>Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	5%
4	Understand, analyze and solve problems using path-goal theory and leader-member exchange in educational leadership.	Able to explain, analyze and solve problems using path-goal theory and relate it to practice in the field of education. 2. Able to explain, analyze and solve problems using leader-member exchange theory and relate it to practice in the field of education	<p>Criteria: 1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Small group discussion	<p>Material: Path-goal theory and leader-member exchange in educational leadership. References: 1. Gosling, A. Marturano, & P Dennison. (2003). <i>A Review of Leadership Theory and Competence Framework. University of Exeter: Center for Leadership Studies.</i></p>	10%

5	Understand, analyze and solve problems using authentic leadership and servant leadership theories in the field of education	1. Able to explain, analyze and solve problems using authentic leadership theory and relate it to practice in the field of education. 2. Able to explain, analyze and solve problems using servant leadership theory and relate it to practice in the field of education	<p>Criteria:</p> <p>1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Small group discussions	<p>Material:</p> <p>Theories of authentic leadership and servant leadership in the field of education.</p> <p>References: 1. <i>Gosling, A. Marturano, & P Dennison. (2003). A Review of Leadership Theory and Competence Framework. University of Exeter: Center for Leadership Studies.</i></p>	5%
6	- Understand, analyze and solve problems using the theory of adaptive leadership and team leadership in the field of education	1. Able to explain, analyze and solve problems using adaptive leadership theory and relate it to practice in the field of education. 2. Able to explain, analyze and solve problems using team leadership theory and relate it to practice in the field of education	<p>Criteria:</p> <p>1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Small group discussions	<p>Material:</p> <p>Adaptive leadership theory and team leadership in the field of education.</p> <p>References: 3. <i>Northouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	5%
7	- Understand, analyze and solve problems using transformational leadership and psychodynamic theories in educational leadership.	1. Able to explain, analyze and solve problems using transformational leadership theory and relate it to practice in the field of education. 2. Able to explain, analyze and solve problems using psychodynamic approach theory and relate it to practice in the field of education	<p>Criteria:</p> <p>1. International assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		small group discussions	<p>Material:</p> <p>Transformational leadership and psychodynamic theory in educational leadership</p> <p>Reference: 8. <i>Yukl, Gary. 1998. Leadership in Organizations: Leadership in Organizations 3rd (Indonesian edition). Jakarta: Prenhallindo</i></p>	10%

8	Midterm exam	Meeting indicators 1 to 7	<p>Criteria: The sub-summative test (Mid-Semester Exam / UTS) is carried out one by one by assessing (grading) all relevant indicators through a written exam, averaging them and giving weights (2)</p> <p>Form of Assessment : Test</p>	Doing tests	<p>Material: all meeting materials 1 to 7 References: 3. <i>Northouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	10%
9	Understand, analyze and solve problems using gender leadership and cultural leadership theories in the field of education.	1. Able to explain, analyze and solve problems using gender leadership theory and relate it to practice in the field of education. 2. Able to explain, analyze and solve problems using cultural leadership theory and relate it to practice in the field of education	<p>Criteria: An international assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide suggestions and applicable problem solving.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	small group discussions	<p>Material: Gender leadership theory and cultural leadership in the field of education. References: 3. <i>Northouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	5%
10	Able to analyze leadership cases in certain educational institutions	- Able to dissect the leadership model applied in an educational institution, based on the theory learned in meetings 2 to 9	<p>Criteria: Product results assessment</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem based learning	<p>Material: all meeting materials 2 to 9 References: 3. <i>Northouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	5%
11	- Able to analyze leadership cases in certain educational institutions	- Able to dissect the leadership model applied in an educational institution, based on the theory learned in meetings 2 to 9	<p>Criteria: Product results assessment</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem based learning	<p>Material: all meeting materials 2 to 9 References: 3. <i>Northouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	5%
12	- Able to analyze leadership cases in certain educational institutions	- Able to dissect the leadership model applied in an educational institution, based on the theory learned in meetings 2 to 9	<p>Criteria: Product results assessment</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem based learning	<p>Material: all meeting materials 2 to 9 References: 3. <i>Northouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. Bolden, R., J.</i></p>	5%

13	- Able to analyze leadership cases in certain educational institutions	- Able to dissect the leadership model applied in an educational institution, based on the theory learned in meetings 2 to 9	Criteria: Product results assessment Form of Assessment : Project Results Assessment / Product Assessment		Problem based learning	Material: all meeting materials 2 to 9 References: 3. Northouse, Peter G. (2016). <i>Leadership: Theory & Practice-seventh edition</i> . London: Sage. Bolden, R., J.	5%
14	- Able to analyze leadership cases in certain educational institutions	- Able to dissect the leadership model applied in an educational institution, based on the theory learned in meetings 2 to 9	Criteria: Product results assessment Form of Assessment : Project Results Assessment / Product Assessment		Problem based learning	Material: all meeting materials 2 to 9 References: 3. Northouse, Peter G. (2016). <i>Leadership: Theory & Practice-seventh edition</i> . London: Sage. Bolden, R., J.	5%
15	Understand educational leadership theory as a whole in the Indonesian context	An international assessment of the value of the ability to ask and answer. 2. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.	Criteria: Project/product results Form of Assessment : Project Results Assessment / Product Assessment		Project based learning	Material: all material References: 3. Northouse, Peter G. (2016). <i>Leadership: Theory & Practice-seventh edition</i> . London: Sage. Bolden, R., J.	10%
16		Product yield assessment	Criteria: Product results assessment Form of Assessment : Project Results Assessment / Product Assessment		discussion and consultation	Material: all material that has been taught. References: 1. Gosling, A. Marturano, & P Dennison. (2003). <i>A Review of Leadership Theory and Competence Framework</i> . University of Exeter: Center for Leadership Studies.	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	82.5%
3.	Test	10%
		100%

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.