



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																																
Educational Management and Leadership	8603103009		T=3 P=0 ECTS=7.56	8	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																	
	TIM MBKM		TIM MBKM	Dr. Nunuk Hariyati, S.Pd., M.Pd.																																	
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																																			
Short Course Description	This course studies leadership concepts and theories in the field of education. The material coverage consists of theoretical discussions about leadership which are then linked to the field of education. Case studies were conducted to strengthen understanding of leadership theory.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																				
	1. Bolden, R., J. Gosling, A. Marturano, & P Dennison. (2003). A Review of Leadership Theory and Competence Framework. University of Exester: Centre for Leadership Studies. Ingvarson, Lawrence, Michelle Anderson, Peter Gronn, & Andrew Jackson (2006). Standards for School Leadership: A Critical Review of Literature. Australian Institute for Teaching and School Leadersip Ltd. Northhouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage.																																				
	Supporters:																																				
Supporting lecturer	Prof. Dr. H. Muchlas, 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 the general framework of Leadership lectures.	Able to search for reading sources, analyze and make academic conclusions.		Discussion 2 X 50			0%
2	Understanding the trait approach and skills approach theories in educational leadership.	- Able to explain the trait approach theory and relate it to practice in the field of education. - Able to explain the skills approach theory and relate it to practice in the field of education.		Presentation and discussion. 2 X 50			0%
3	Understand the theory of behavioral approach and situational approach in educational leadership	- Able to explain behavioral approach theory and relate it to practice in the field of education. - Able to explain the situational approach theory and relate it to practice in the field of education		Presentation and discussion, 2 X 50			0%
4	Understanding path-goal theory and leader-member exchange in educational leadership.	- Able to explain path-goal theory and relate it to practice in the field of education. - Able to explain the theory of leader-member exchange and relate it to practice in the field of education		Presentation and discussion, 2 X 50			0%
5	Understand the theories of authentic leadership and servant leadership in the field of education	- Able to explain authentic leadership theory and relate it to practice in the field of education. - Able to explain servant leadership theory and relate it to practice in the field of education		Presentation and discussion, 2 X 50			0%
6	Understand the theory of adaptive leadership and team leadership in the field of education.	- Able to explain the theory of adaptive leadership and relate it to practice in the field of education. - Able to explain team leadership theory and relate it to practice in the field of education		Presentation and discussion 2 X 50			0%

7	Understanding transformational leadership and psychodynamic theories in educational leadership.	- Able to explain the theory of transformational leadership and relate it to practice in the field of education. - Able to explain the psychodynamic approach theory and relate it to practice in the field of education		Presentation and discussion 2 X 50			0%
8	Understand gender leadership and cultural leadership theories in the field of education.	- Able to explain gender leadership theory and relate it to practice in the field of education. - Able to explain cultural leadership theory and relate it to practice in the field of education		Presentation and discussion 2 X 50			0%
9	UTS			2 X 50			0%
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 8		Presentation and discussion 2 X 50			0%
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 8		Presentation and discussion 2 X 50			0%
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 8		Presentation and discussion 2 X 50			0%
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 8		Presentation and discussion 2 X 50			0%
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 8		Presentation and discussion 2 X 50			0%
15	Understand educational leadership theory as a whole in the Indonesian context	Able to create a resume about educational leadership that often occurs in Indonesia, with its pluses and minuses.		Presentation and discussion, 2 X 50			0%

16	UAS			2 X 50			0%
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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.