	Universitas Negeri Surabaya Faculty of Education, Master of Education Education Management Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
EDUCATIONAL RESOURCE MANAGEMENT	8610402099		T=2	P=0	ECTS=4.48	2	July 18, 2024

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)

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

The Educational Resources Management (MSDP) course is a compulsory course that must be taken by students of the Master of Education Management Study Program. The MSDP substance includes supporting components in the implementation of the education system at the education unit (school) level with the Learning Organization as its Theoretical Frame Work. Specifically, the MSDP course analyzes instrumental and environmental input in a management process which leads to a situation where all personnel continuously increase their capacity to develop new, innovative actions and a proactive attitude towards environmental demands. The study of educational resources is analyzed comprehensively, both at a theoretical and practical level. The theoretical emphasis is more focused on the dimensions of the Learning Organization as a basis for managing input in the school system. Meanwhile, at a practical level, it focuses more on analyzing the dynamics of problems and challenges that arise in realizing an educational unit as a learning organization that is parallel to the characteristics of an effective educational unit (school). Lectures are carried out through discussions, observations and presentations. The final product of this course is an educational resource management report and article

References

Main :

1. Bamburg, J. D. 2002. Learning, Learning Organizations, and Leadership: Implications for the Year 2050 , (Online), (http://www.newhorizons.org/trans/bamburg.htm, diakses pada 21 Januari 2019).
2. Cook, Sarah and Steve Macauley. 1997. Perfect Empowerment; Pemberdayaan yang Tepat. Alih Bahasa oleh Paloepy Tyas R. Jakarta: Elek Media Komputindo.
3. Hoy, W.K. dan Cecil, C.G. 2001. Educational Administration: Theory, Research and Practice 6thed. New York: Mc Graw Hill.
4. Marquardt, M.J. 1996. Building the Learning Organization. New York: McGraw-Hill.
5. Owens, R.G. 1995. Organizational Culture in Education 5thEdition . Boston: Allyn and Bacon.
6. Robbins, S & Judge, T. 2015. Organizational Behavior 16th. New Jersey. Pearson Education. Inc
7. Sallis, E. 1993. Total Quality Management in Education. New Jersey: Prentice-Hal. Inc
8. Senge, P.M. 1994. The Fifth Dicipline: The Art and Practice of the Learning Organization. New York : Doubleday Dell Publishing Group Inc.
9. Ubben, G.C., & Hughes, L. W. 1992. The Principal: Creative Leadership for Effective Schools. Boston: Allyn and Bacon.
10. Nugraha, D. 2018. Transformasi Sistem Revolusi Industri 4.0. Materi disampaikan pada Workshop Technopreneurship Road to TBIC, pada 30 September 2018.
11. Referensi-referensi lain yang terkait dengan Revolusi Industri 4.0. 2019
12. Jurnal yang memuat artikel tentang Sumber Daya Pendidikan, Organisasi Pembelajar, Sekolah Efektif dan konten lain yang relevan dengan substansi materi perkuliahan. 2019

Supporters:

Supporting lecturer

Prof. Dr. Hj. Warih Handayaningrum, M.Pd.
Dr. Sri Setyowati, 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	Students know the scope of the accentuation and objectives of the Educational Resources Management lecture. Students know the competencies that must be achieved in the Basics of Educational Management lecture. Students make a lecture contract which is agreed upon with the lecturer. Students know the references that are relevant to the lecture.	1.Students know the things that are agreed upon for the smooth running of lectures. 2.Students identify relevant sources or references. 3.Students are able to map the scope of the Educational Resources Management study holistically 4.Students are able to describe the accentuation of Educational Resource Management in efforts to create a school system that reflects a learning organization.	**Criteria:** Attached	Deductive approach with lecture and question and answer method 2 X 50			0%
2	Students are able to differentiate the view of the school as an open social system as a basis for attributing the school as a Learning Organization.	1.Students are able to explain the view of schools as a social system holistically 2.Students are able to describe key elements systematically and systemically.	**Criteria:** Attached	Concept approach with lecture methods, question and answer, discussion, direct teaching via online videos or gadgets, FGD via online if needed. 2 X 50			0%
3	Students are able to correlate the connections between components in the school system.	1.Students are able to examine the components of the school system (context-input-process-product-outcomes) systematically and systemically. 2.Students explain the position of each component in the school system in a comprehensive manner.	**Criteria:** Attached	Concept approach with lecture methods, question and answer, discussion, direct teaching via online videos or gadgets, FGD via online if needed. 2 X 50			0%
4	Students are able to correlate the connections between components in the school system.	1.Students are able to comprehensively study instrumental input studies in the school system. 2.Students are able to study environmental input studies in the school system in a comprehensive manner. 3.Students are able to diagram all instrumental and environmental input relationships in a comprehensive management process theoretical framework.	**Criteria:** Attached	Concept approach with presentations and group discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50			0%

5	Students are able to correlate the connections between components in the school system.	1. Students are able to comprehensively study instrumental input studies in the school system. 2. Students are able to study environmental input studies in the school system in a comprehensive manner. 3. Students are able to diagram all instrumental and environmental input relationships in a comprehensive management process theoretical framework.	**Criteria:** Attached	Concept approach with presentations and group discussions, direct teaching via online videos or gadgets, cooperative think pair share via online if needed. 2 X 50			0%
6	Students are able to identify the characteristics of the school as a learning organization using HOTS (High Order Thinking Skill)	1. Students are able to explain the meaning of Learning Organization by identifying keywords correctly. 2. Students are able to describe the Learning Organization approach and dimensions holistically. 3. Students are able to determine the nature/characteristics of a school that represents a Learning Organization. 4. Students are able to combine the concept of an effective school with a Learning Organization by identifying the characteristics inherent in both concepts.	**Criteria:** Attached	Concept approach with presentations and group discussions, direct teaching via online videos or gadgets, cooperative think pair share online if needed. 2 X 50			0%
7	Students are able to identify the characteristics of the school as a learning organization using HOTS (High Order Thinking Skill)	1. Students are able to explain the meaning of Learning Organization by identifying keywords correctly. 2. Students are able to describe the Learning Organization approach and dimensions holistically. 3. Students are able to determine the nature/characteristics of a school that represents a Learning Organization. 4. Students are able to combine the concept of an effective school with a Learning Organization by identifying the characteristics inherent in both concepts.	**Criteria:** Attached	Concept approach with presentations and group discussions, direct teaching via online videos or gadgets, cooperative think pair share via online if needed. 2 X 50			0%
8	Students master Educational Management Resources with Learning Organization attribution both at the conceptual and practical levels.	Students are able to answer conceptual and contextual questions comprehensively and precisely.	**Criteria:** Attached	Test Paper 2 X 50			0%

9	Analyze the impact of Industrial Revolution System Transformation 4.0 on the Development of Educational Resource Management Systems	1. Students are able to describe the characteristics of Industrial Revolution 4.0. 2. Students are able to identify five clusters of the impact of Industry 4.0 on the education system holistically	**Criteria:** Attached	Context tual Teaching and Learning approach with problem based learning methods, either directly or through online videos or gadgets, cooperative think pair share online if needed. 2 X 50			0%
10	Students are able to project the development of an Educational Resource Management System with Learning Organization attribution in meeting society's demands as a result of the System Transformation of the Industrial Revolution 4.0	1. Students can determine the steps in developing an Educational Resource Management System with systematic Learning Organization attribution. 2. Students can choose an Educational Resource Management System development model with appropriate Learning Organization attribution. 3. Students can design the development of one of the components in the Educational Resource Management System with appropriate Learning Organization attribution.	**Criteria:** Attached	Process approach with group work method (cooperative) 2 X 50			0%
11	Students are able to project the development of an Educational Resource Management System with Learning Organization attribution in meeting society's demands as a result of the System Transformation of the Industrial Revolution 4.0	1. Students can determine the steps in developing an Educational Resource Management System with systematic Learning Organization attribution. 2. Students can choose an Educational Resource Management System development model with appropriate Learning Organization attribution. 3. Students can design the development of one of the components in the Educational Resource Management System with appropriate Learning Organization attribution.	**Criteria:** Attached	Process approach with group work method (cooperative) 2 X 50			0%

12	Students are able to project the development of an Educational Resource Management System with Learning Organization attribution in meeting society's demands as a result of the System Transformation of the Industrial Revolution 4.0	1. Students can determine the steps in developing an Educational Resource Management System with systematic Learning Organization attribution. 2. Students can choose an Educational Resource Management System development model with appropriate Learning Organization attribution. 3. Students can design the development of one of the components in the Educational Resource Management System with appropriate Learning Organization attribution.	**Criteria:** Attached	Process approach with group work method (cooperative) 2 X 50			0%
13	Students are able to compose scientific articles referring to the substance of the Educational Resources Management course material using literature review methods and (empirical) observation results to be published in International Journals or presented at International Conferences.	1. Students are able to determine the topic of the article which will be prepared rationally and supported by credible data. 2. Students are able to formulate problems that are the focus of writing articles. 3. Students are able to comprehensively review literature/theories relevant to the article topic. 4. Students are able to apply a certain method in writing scientific articles operationally. 5. Students are able to identify findings to answer the problem formulation as previously determined using HOTS (High Order Thinking Skills). 6. Students are able to analyze findings from various perspectives contained in the literature review in a sharp and in-depth manner. 7. Students are able to generalize the results of discussions in scientific articles into a conclusion that contains elements of cause and effect. 8. Students are able to make recommendations to relevant parties regarding the practical and operational benefits of the results contained in scientific articles.	**Criteria:** Attached	Process approach with assignment and recitation methods. 2 X 50			0%

14	Students are able to compose scientific articles referring to the substance of the Educational Resources Management course material using literature review methods and (empirical) observation results to be published in International Journals or presented at International Conferences.	1. Students are able to determine the topic of the article which will be prepared rationally and supported by credible data. 2. Students are able to formulate problems that are the focus of writing articles. 3. Students are able to comprehensively review literature/theories relevant to the article topic. 4. Students are able to apply a certain method in writing scientific articles operationally. 5. Students are able to identify findings to answer the problem formulation as previously determined with HOTS (High Order Thinking Skills). 6. Students are able to analyze findings from various perspectives contained in the literature review in a sharp and in-depth manner. 7. Students are able to generalize the results of discussions in scientific articles into a conclusion that contains elements of cause and effect. 8. Students are able to make recommendations to relevant parties regarding the practical and operational benefits of the results contained in scientific articles.	**Criteria:** Attached	Process Approach with 2 X 50 assignment and recitation methods			0%
15	Students master all the substance of the lecture material comprehensively, both conceptually and contextually	Students are able to demonstrate mastery of lecture material and behavior in accordance with the indicators stated in each lecture meeting.	**Criteria:** Attached	Concept approach with lecture method, question and answer and 2 X 50 quizzes			0%
16	Students master Educational Management Resources, both at the conceptual and practical levels.	Students are able to answer questions that are conceptual and contextual (in the form of cases) correctly.	**Criteria:** Attached	- 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.