



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																																												
Leadership and Organizational Behavior	8610402019		T=2	P=0	ECTS=4.48	1	July 17, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																													
			Dr. Amrozi Khamidi, 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																																																	
	PO Matrix at the end of each learning stage (Sub-PO)																																																		
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td colspan="16" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">P.O</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>																	Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Educational leadership and organizational behavior courses discuss various concepts, theories, functions, leadership styles and approaches, organizational behavior and its characteristics; The discussion is related to the field of education and educational institutions and their implementation in change leadership and learning. Learning activities include providing information, discussions, giving assignments, presentations, and leadership practices (simulations). Evaluation of learning outcomes is carried out through written tests, assignments, presentations and performance in simulations.																																																		
References	Main :																																																		
	<ol style="list-style-type: none"> 1. Burhanuddin. 1994. Analisis Administrasi Manajemen dan Kepemimpinan Pendidikan. Jakarta: Bumi Aksara. 2. Effendi, Onong Uchjana. 1986. Kepemimpinan dan Komunikasi . Yogyakarta: Kanisius. 3. Kartono, Kartini. 1998. Pemimpin dan Kepemimpinan . Jakarta: PT Raja Grafindo Persada. 4. Pidarta, Made. 1995. Peranan Kepala Sekolah pada Pendidikan Dasar . Jakarta: Grasindo. 5. Siagian, Sondang P. 1994. Teori dan Praktek Kepemimpinan . Jakarta: PT Rineka Cipta. 6. Sutarto. 1998. Dasar-dasar Kepemimpinan Administrasi . Yogyakarta: Gajah Mada University Press. 7. Wahyosumidjo. 2001. Kepemimpinan Kepala Sekolah; Tinjauan Teoritik dan Permasalahannya . Jakarta: PT Raja Grafindo. 8. Yukl, Gary. 1998. Kepemimpinan Dalam Organisasi: Leadership in Organization 3rd (edisi bahasa Indonesia). Jakarta: Prenhallindo 9. Hermino, A.H.S. 2014. Kepemimpinan Pendidikan di Era Globalisasi. Yogyakarta: Pustaka Pelajar. 10 . Sadeghi, L. & Callahan, K. 2015. Educational Leadership in Action. Melbourne: Routledge 10. . Sukiyat. 2019. Good Leadership: Kepemimpinan Era Globalisasi Pendidikan. Surabaya: Jakad Media Publishing. 11. . Triyono, U. 2019. Kepemimpinan Transformasional Dalam Pendidikan (Formal, Non Formal) 12. . Bolden, R., J. Gosling, A. Marturano, & P Dennison. (2003). A Review of Leadership Theory and Competence Framework. University of Exeter: Centre for Leadership Studies. 13. . 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. 14. . Northhouse, Peter G. (2016). Leadership: Theory & Practice-seventh edition. London: Sage. 15. . M Thoha . (2003). Perilaku organisasi konsep dasar dan aplikasinya.. Jakarta: Grafindo Persada,. 16. . Stephen P Robbins Timothy A Judge. (2014). Perilaku Organisasi. Jakarta: Salemba 																																																		
	Supporters:																																																		
Supporting lecturer	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	1. Students know their lecture plans for semester 2. 2. Students make a study contract which is agreed with the lecturer. 3. Students know the basics of leadership.	1. Students can understand the study of material and the lecture process that will be carried out. 2. Students know the things that are agreed upon for the lecture to run smoothly. 3. Students understand at a glance about leadership.	Criteria: -	Lectures and questions and answers 2 X 50			0%
2	Know and be able to understand the basic meaning and concepts of leadership	Understanding and basic concepts of leadership: definition of leaders and leadership, goals and functions of leadership, follower factors, theory of the emergence of a leader, formal leaders and non-formal leaders	Criteria: 1.1. Students who are able to present and answer questions about the differences between leaders and leadership, or formal and non-formal leaders will get the maximum score (100) 2.2. Students who are able to present the difference between leaders and leadership, or formal and non-formal leaders will get a score of 80 3.3. Students who ask questions will be given a mark of 80	Lecture method, question and answer and discussion 2 X 50			0%
3	Analyze the terms and principles of leadership	Understanding the terms and principles of leadership: elements that determine leadership behavior, conditions for being a good leader, leadership principles	Criteria: Attached	Lectures, discussions, questions and answers and assignments 2 X 50			0%
4	Able to analyze the relationship between leadership and management	1. Students are able to differentiate between leadership and management, especially in the world of education 2. Students are able to explain the relationship between leadership and management 3. Students are able to embody leadership skills in the world of education	Criteria: Attached	Presentation, question and answer, and case analysis 2 X 50			0%

5	Able to explain the development of leadership approaches and analyze leadership models	Leadership approaches and models: 1. trait approach 2. behavioral approach (Iowa, Ohio Michigan leadership studies, managerial grid, four management systems, theory X and theory Y) 3. contingency approach (contingency model, three-dimensional model, continuum model, path goals)	Criteria: attached	1. Students present approaches and models of educational leadership 2. Students discuss approaches and models of educational leadership 2 X 50			0%
6	Able to explain the development of leadership approaches and analyze leadership models	Leadership approaches and models: 1. trait approach 2. behavioral approach (Iowa, Ohio Michigan leadership studies, managerial grid, four management systems, theory X and theory Y) 3. contingency approach (contingency model, three-dimensional model, continuum model, path goals)	Criteria: attached	1. Students present approaches and models of educational leadership 2. Students discuss approaches and models of educational leadership 2 X 50			0%
7	Able to explain the development of leadership approaches and analyze leadership models	Leadership approaches and models: 1. trait approach 2. behavioral approach (Iowa, Ohio Michigan leadership studies, managerial grid, four management systems, theory X and theory Y) 3. contingency approach (contingency model, three-dimensional model, continuum model, path goals)	Criteria: attached	1. Students present approaches and models of educational leadership 2. Students discuss approaches and models of educational leadership 2 X 50			0%
8	1. Students are able to understand the basic concepts of leadership 2. Students are able to understand leadership and management 3. Students are able to understand the terms and principles of leadership 4. Students are able to understand leadership approaches and models	1. Students are able to answer questions about basic concepts of leadership 2. Students are able to answer questions about leadership and management 3. Students are able to answer questions about terms and principles of leadership 4. Students are able to answer questions about leadership approaches and models	Criteria: attached	Working on UTS 2 X 50 questions			0%

9	Understand, identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	students are able to explain and identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	Criteria: attached	Presentation and questions and answers 2 X 50			0%
10	Understand, identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	students are able to explain and identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	Criteria: attached	Presentation and questions and answers 2 X 50			0%
11	Understand, identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	students are able to explain and identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	Criteria: attached	Presentation and questions and answers 2 X 50			0%
12	Understand, identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	students are able to explain and identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	Criteria: attached	Presentation and questions and answers 2 X 50			0%
13	Understand, identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	students are able to explain and identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	Criteria: attached	Presentation and questions and answers 2 X 50			0%
14	Understand, identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	students are able to explain and identify: 1. Social theory 2. Likert 4. servant leadership 5. transformational leadership 6. and Johari window	Criteria: attached	Presentation and questions and answers 2 X 50			0%
15	Able to analyze leadership cases in certain educational institutions.	Able to dissect the leadership model applied in an educational institution, based on the theory that has been studied	Criteria: attached	presentations, discussions and projects 2 X 50			0%
16							0%

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** 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.