	Universitas Negeri Surabaya Faculty of Social and Legal Sciences, Pancasila and Citizenship Education Undergraduate Study Program	Document Code	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Principles of Educational Management and Leadership	8720503010		T=3	P=0	ECTS=4.77	0	July 18, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
		....	....	Maya Mustika Kartika Sari, S.Sos., M.IP.

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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Review/discussion of management, leadership and organization concepts; examine the functions, flows and perspectives of management including school-based management (SBM); examines the basics of leadership, examines style, behavior, leadership orientation, leadership concepts including the concepts and practices of educational leadership.

References	**Main :**

1.
   Referensi :
   1) Gini, Al and Green, M. Ronald.(2013). *10 Virtues of Outstanding Leader. Leadership & Character.* USA:Willey & Blackwell.a John Willey & Sons, Ltd.Publication.
   2) Terry, W. Robert.(2002). *Kepemimpinan Autentik.Kenberanian untuk Bertindak.* Alih bahasa: Hari Suminto.Batam Centre:Interaksara.
   3) Nelson, D. L. & Quick, J. C.(2004). *Understanding Organizational Behaviour* .New York:South Western College Publication.
   4) Daft, L.Richard.(2007). *Management. Buku 1 Edisi 6* .Jakarta: Penerbit Salemba Empat Univ Indonesia.
   5) Daft, L.Richard.(2008). Management. Buku 2 Edisi 5.Jakarta:Penerbit Salemba Empat.Univ Indonesia
   5) Avolio, J.Bruce, Walumbwa, O., Fred, Webber J. Todd.2009. *Leadership: Current theories, Research, and Future Directions* .The Annual
   6) Bush, Tony.2007.Educational Leadership and Management.theory, policy, and practice. *South African Journal of education.copyright@EASA vol.27(3)391-406*
   7) Lee, Kong Sing, Lee On Wing, Low Ling Ee.editors.2014. *Educational Policy Innovations.Levelling Up and Sustaining Educational Achievement.* Singapore.Springer.
   8) Lunenburg, C. Fred., Irby, J.Beverly.2006. *The Principalship.Vision to Action* .Australia:Thomson Wadsworth.
   9) R.Griffin.2006. *Bussiness 8 th edition.New York:* Prentice Hall

	Supporters:

Supporting lecturer	Prof. Dr. Warsono, M.S. TOTOK SUYANTO

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 can explain the meaning of management, organization and leadership; Management functions and characteristics of a good organization.	- Basic concepts of management, organization and leadership and the relationship between the three. - The main functions of management (planning, organizing, implementing and monitoring). - Typology, and organizational models - Leadership a reflective and conceptual review	**Criteria:** Attachment	Lecture, question and answer, discussion accentuation of knowledge 2 X 50			0%
2	Students can explain the meaning of management, organization and leadership; Management functions and characteristics of a good organization.	- Basic concepts of management, organization and leadership and the relationship between the three. - The main functions of management (planning, organizing, implementing and monitoring). - Typology, and organizational models - Leadership a reflective and conceptual review	**Criteria:** Attachment	Lecture, question and answer, discussion accentuation of knowledge 2 X 50			0%
3	Students can describe the flow and historical dimensions of management	- Classical management school, Behavioral School, Scientific Management, new historical trends, and current issues in management.	**Criteria:** attached	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
4	Students can explain Organizational Planning and goal setting	- Goals in organizations - Criteria for effective goals - Types of Planning and performance	**Criteria:** attached	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
5	Students can explain the preparation of strategic management and its implementation	- Strategic planning concept - Strategic management process - Preparation of strategy implementation strategies and control	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
6	Students can understand the concepts and models of decision making in organizations	- Types of decisions and problems - Decision making models Decision making steps	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
7	Students can explain the concept, urgency and benefits of School Based Management (SBM) for schools.	- Understanding and reasoning about MBS - Scope of MBS Implementation of MBS	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%

8	Sub Summative Exam	Sub Summative Exam Results	**Criteria:** Attachment	Understand the 3 X 50 lecture study			0%
9	Students can explain the basic approach to leadership	- Behavioral theory-based approach Contingency theory-based approach	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
10	Students can explain the basic approach to leadership	- Behavioral theory-based approach Contingency theory-based approach	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
11	Students can analyze Transformational and Transactional leadership theories	- Understanding and basic concepts of Transformational Leadership Theory. Understanding and basic concepts of Transactional Leadership Theory	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
12	Students can explain the concept of Leadership Style and Behavior	- Understanding Leadership Style - Understanding Leadership Behavior - Types of Leadership Style Leadership Orientation	**Criteria:** Attachment	Lecture, Question and answer, discussion accentuation of knowledge 3 X 50			0%
13	National leadership based on Pancasila	- Identify Pancasila values as a source of Pancasila leadership (astabrata) - Pancasila Leadership Concept; National Leadership Praxis based on Pancasila	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
14	National leadership based on Pancasila	Identify Pancasila values as a source of Pancasila leadership (astabrata) - Pancasila Leadership Concept; National Leadership Praxis based on Pancasila	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 X 50			0%
15	Educational Leadership (Educational/Instructional/Academic Leadership)	Concept of Educational leadership - Characteristics of Educational leadership Educational Leadership Model	**Criteria:** Attachment	Lectures, questions and answers, discussion accentuation of knowledge 3 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** 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.