

Pustaka		Utama : - Kelly, H. (2023). School Leaders Matter: Unlocking Success through Leadership. Bloomsbury Publishing. - Renton, N. (2023). New School Leader: What Now?. Routledge. - Morrish, A. (2022). The Authentic Leader: Leading with Integrity and Purpose. Bloomsbury Publishing. - Kingsley, A. (2023). My School & Multi Academy Trust Growth Guide. Bloomsbury Publishing. - Munby, S., & Bretherton, M.-C. (2022). Imperfect Leadership in Action: A Practical Guide for School Leaders. Bloomsbury Publishing. - Kara, B., & Wilson, H. (2022). Diverse Educators: A Manifesto for Inclusion and Equality in Education. Routledge. - Carlisle, J. L. (2024). Women Navigating Educational Leadership: A Qualitative Study of Leadership in Schools. Bloomsbury Publishing. - Hughes, G. (2020). Educational Leadership: Case Studies and Interviews with Leading Practitioners. Routledge. - Schein, E. H. (2020). Humble Leadership: The Power of Relationships, Openness, and Trust. Wiley. - Lim-Borabo, M. (2021). Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore. - Berg, J. H., & Knapper, C. K. (2021). Effective School Management through Student Teaching Internships: Strategies for Success. Journal of Educational Leadership, 45(3), 180-192. - Smith, K., & Williams, P. A. (2020). Internship Programs in Teacher Preparation: Bridging Theory and Practice in School Management. Teaching and Teacher Education, 89, 103-115. - Griffin, G., & Bostrom, J. (2022). The Role of Student Internships in Preparing Future School Leaders. International Journal of Educational Management, 34(6), 789-802. - Miller, L. J., & Harris, E. S. (2021). Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119. - Barker, D. A., & Roberts, T. E. (2020). School Management Internship Programs: The Integration of Practical Skills in Educational Leadership. Educational Administration Quarterly, 56(4), 533- 548. - Parker, A. M., & Allen, R. D. (2021). Exploring the Impact of Student Teaching Internships on School Leadership Development. Journal of Teacher Education, 72(1), 76-89. - Reynolds, J. L., & Fox, R. D. (2022). The Influence of Student Internships on School Leadership Skills Development. Educational Leadership Review, 41(3), 203-214. - Davis, M. L., & Jackson, T. (2020). Improving School Management Through Effective Teacher Internships. Journal of Education Policy, 48(5), 390-402. - Hernandez, J. C., & Meyers, P. L. (2021). Managing Student Teaching Internships for Leadership Preparation: A Case Study. Journal of Educational Administration, 58(4), 234-249. - Thompson, D. M., & Fletcher, M. G. (2022). School Management Internships: A Framework for Bridging Classroom Experience and Leadership Practice. Journal of School Leadership, 31(7), 324-338. - Rodriguez, M. P., & Hudson, G. P. (2020). Student Teaching as a Gateway to Effective School Management and Leadership Development. Journal of Teacher Preparation, 26(3), 150-163. - Bryant, H. J., & Walker, K. (2021). Developing Educational Leadership through Internship Programs in Schools. Journal of Educational Research and Development, 40(2), 233-245. - Zhou, X., & Hwang, J. (2022). Best Practices in School Management Internship Programs for Teacher Preparation. International Journal of Teacher Education, 30(1), 89-102. - Carter, S. L., & Garcia, D. R. (2020). Leadership Skills in Education: Insights from Student Teaching Internships. Journal of School Improvement, 14(2), 128-141. - Keller, R. L., & Hughes, W. R. (2021). Examining the Role of Internships in School Management: A Comprehensive Analysis. Journal of Educational Leadership and Administration, 57(5), 458-472. Pendukung : - Schoolar - SINTA					
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to describe the vision, mission and goals of educational units independently and responsibly	- Able to identify VMTS in educational units - Able to describe in VMTS educational unit	Kriteria: Accuracy of VMTS identification results in educational units Bentuk Penilaian : Aktifitas Partisipasif	Identification and Description of VMTS in educational units 2 x 50	Identification and Description of VMTS in educational units 2 x 50	Materi: VMTS Educational Unit Pustaka: Smith, K., & Williams, P. A. (2020). Internship Programs in Teacher Preparation: Bridging Theory and Practice in School Management. Teaching and Teacher Education, 89, 103-115.	3%

2	Able to describe data on students, educators, and education personnel in educational units independently and responsibly	Able to identify RKS/RKAS documents in education units	Kriteria: Accuracy of RKS/RKAS document identification results in education units Bentuk Penilaian : Aktifitas Partisipatif	Compilation of Data Descriptions for Students, Educators, and Education Personnel 2 x 50	Compilation of Data Descriptions for Students, Educators, and Education Personnel 2 x 50	Materi: RKS/RKAS Pustaka: <i>Davis, M. L., & Jackson, T. (2020). Improving School Management Through Effective Teacher Internships. Journal of Education Policy, 48(5), 390-402.</i> Materi: preparation of reports Pustaka: <i>Barker, D. A., & Roberts, T. E. (2020). School Management Internship Programs: The Integration of Practical Skills in Educational Leadership. Educational Administration Quarterly, 56(4), 533-548.</i>	3%
3	Able to describe data on students, educators, and education personnel in educational units independently and responsibly	Able to describe data on educational staff in educational units	Kriteria: Clarity in describing data on educational staff in educational units Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Compilation of Data Descriptions for Students, Educators, and Education Personnel 2 x 50	Compilation of Data Descriptions for Students, Educators, and Education Personnel 2 x 50	Materi: Data Peserta Didik, Pendidik, Tenaga Kependidikan Pustaka: 7. <i>Kemendikbud No.19 tahun 2007 tentang Standart Pengelolaan</i> Materi: Student, Educator, Education Personnel Data Pustaka: <i>Hughes, G. (2020). Educational Leadership: Case Studies and Interviews with Leading Practitioners. Routledge.</i>	3%

4	understanding of school management	level of student understanding of school management	Kriteria: level of student understanding of school management Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion and question and answer 2 x 50	discussion and question and answer 2 x 50	Materi: manajemen sekolah Pustaka: 5. Taniredja, Tukiran dkk. 2015. <i>Model-Model Pembelajaran Inovatif dan Efektif</i> . Bandung: Alfabeta Materi: school management Pustaka: Barker, D. A., & Roberts, T. E. (2020). <i>School Management Internship Programs: The Integration of Practical Skills in Educational Leadership. Educational Administration Quarterly</i> , 56(4), 533-548.	3%
5	improving school quality	Students actively involved in discussions	Kriteria: Students actively involved in discussions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2x 50	discussion 2 x 50	Materi: improving the quality of institutions Pustaka: Hughes, G. (2020). <i>Educational Leadership: Case Studies and Interviews with Leading Practitioners</i> . Routledge.	3%
6	improving school quality	Students actively involved in discussions	Kriteria: Students actively involved in discussions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2x 50	discussion 2 x 50	Materi: improving the quality of institutions Pustaka: Kara, B., & Wilson, H. (2022). <i>Diverse Educators: A Manifesto for Inclusion and Equality in Education</i> . Routledge.	3%
7	improving school quality	Students actively involved in discussions	Kriteria: Students actively involved in discussions Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2x 50	discussion 2 x 50	Materi: improving the quality of institutions Pustaka: Kara, B., & Wilson, H. (2022). <i>Diverse Educators: A Manifesto for Inclusion and Equality in Education</i> . Routledge.	4%

8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	UTS 2 x 50	UTS	Materi: educators and education Pustaka: <i>Lim-Borabo, M. (2021). Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore.</i>	20%
9	school management	school management	Kriteria: Full marks are obtained if you do all the questions correctly Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	assignments and practice 2 x 50	assignments and practice 2 x 50	Materi: The foundation of thinking and implementation of lifelong education Pustaka: <i>Reynolds, J. L., & Fox, R. D. (2022). The Influence of Student Internships on School Leadership Skills Development. Educational Leadership Review, 41(3), 203-214.</i>	4%
10	identification of learning needs of students in education	Students are able to guide discussion activities	Kriteria: Students are able to guide discussion activities Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: classroom management Pustaka: <i>Miller, L. J., & Harris, E. S. (2021). Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</i>	4%

11	identification of learning needs of students in education	Students are able to guide discussion activities	Kriteria: Students are able to guide discussion activities Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: classroom management Pustaka: Miller, L. J., & Harris, E. S. (2021). <i>Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</i>	4%
12	able to condition the class well	students are able to actively discuss	Kriteria: understand, practice Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion, practice 2x50	discussion, practice 2 x 50	Materi: memandu kelas dengan maksimal Pustaka: 5. Taniredja, Tukiran dkk. 2015. <i>Model-Model Pembelajaran Inovatif dan Efektif. Bandung: Alfabeta</i> Materi: classroom conditioning Pustaka: Miller, L. J., & Harris, E. S. (2021). <i>Student Teaching and School Administration: Creating Effective Partnerships for Future Educators. Journal of School Administration, 38(2), 105-119.</i>	4%

13	curriculum management	Students are able to plan activities	Kriteria: Students are able to plan activities Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2x 50	discussion 2 x 50	Materi: merancang kegiatan Pustaka: 4. <i>Sani, Ridwan Abdullah. 2016. Inovasi Pembelajaran. Jakarta: Bumi Aksara</i> Materi: plan activities Pustaka: Materi: Plan activities Pustaka: <i>Hughes, G. (2020). Educational Leadership: Case Studies and Interviews with Leading Practitioners. Routledge.</i>	4%
14	Students are able to process online activities	Students are able to plan activities	Kriteria: Students are able to plan activities, interactive Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	discussion 2 x 50	discussion 2 x 50	Materi: kelas online Pustaka: 1. <i>Arend, R.I., 2012. Learning to Teach. New York: Mc Grow-Hill International Edition</i> Materi: online classes Pustaka: <i>Davis, M. L., & Jackson, T. (2020). Improving School Management Through Effective Teacher Internships. Journal of Education Policy, 48(5), 390-402.</i>	4%
15	hybrid class	students are able to manage hybrid classes	Kriteria: students are able to manage hybrid classes Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	discussion 2 x50	discussion 2 x 50	Materi: students are able to manage hybrid classes Pustaka: <i>Lim-Borabo, M. (2021). Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore.</i>	4%

16	UAS	UAS	Kriteria: UAS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	UAS 2 x 50	UAS 2 x 50	Materi: uas Pustaka: 10. Arikunto, Suharsimi. 1992. Pengelolaan Kelas dan Siswa Sebuah Pendekatan Evaluatif. Jakarta: Rajawali Materi: All Materials Pustaka: Hughes, G. (2020). Educational Leadership: Case Studies and Interviews with Leading Practitioners. Routledge.	30%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	42%
2.	Penilaian Hasil Project / Penilaian Produk	58%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.