



**Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Special Services Management	8620402059	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	February 6, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Kaniati Amalia, M.Pd; Surpiyanto, S.Pd., M.Pd				Syunu Trihantoyo, S.Pd., M.Pd.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-5 Able to master the concepts, structure and scientific material of educational management at the managerial and technical levels in educational institutions																																																																																																				
	PLO-12 Able to internalize the entrepreneurial spirit creatively and innovatively																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of management																																																																																																				
	PO - 2 Master the theory/concept of Special Service Management in depth and be able to apply it according to needs in the educational field.																																																																																																				
	PO - 3 Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.																																																																																																				
	PO - 4 Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the field of Special Services Management																																																																																																				
	PLO-PO Matrix																																																																																																				
	<table border="1" style="margin: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-5	PLO-12	PO-1	✓		PO-2	✓		PO-3		✓	PO-4		✓																																																																																					
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Short Course Description This course theoretically and practically examines the field of special service management in educational institutions, which includes: the meaning, objectives, principles and scope of special service management. The scope of special service management in educational institutions consists of management of guidance and counseling services, management of school health services (UKS), school cafeteria management, school cooperative management, school dormitory management, school library management, and school transportation management.

References	Main :

1. Djumhur, I. dan Surya, M. 2000. Bimbingan dan Penyuluhan di Sekolah . Bandung: CV. Ilmu.
2. Fatah, N. 2004. Landasan Manajemen Pendidikan. Bandung: PT. Remaja Rosda Karya.
3. Idrus, S.A. 2008. Kinerja Manajer dan Bisnis Koperasi . Malang: UIN Malang Press.
4. Kusmintardjo.1991 . Pengelolaan Layanan Khusus di Sekolah (Jilid I). Malang: Proyek OPF IKIP Malang.
5. Kusmintardjo. 1992. Pengelolaan Layanan Khusus di Sekolah (Jilid II). Malang: Proyek OPF IKIP Malang.
6. Lasa HS. 2007. Manajemen Perpustakaan Sekolah . Yogyakarta: Penerbit Pinus.
7. Mustiningsih. 2005. Manajemen Layanan Khusus di Lembaga Pendidikan. Malang: Jurusan AP FIP Universitas Negeri Malang.
8. Sutisna, O. 1990. Adminstrasi Pendidikan: Dasar Teoritis untuk Praktik Profesiona. Bandung: Penerbit Angkasa.
9. Stoops, E. et al. 1981. Hand Book of Educational Administration: Guide for the Practioner . New York: Allyn and Bacon.
10. Tim Pembina UKS Pusat. 2003. PedomanPembinaanandan Pengembangan Usaha Kesehatan Sekolah . Jakarta: Pusat Pengembangan Kualitas Jasmani Depdiknas.

Supporters:

Supporting lecturer
 Dr. Karwanto, S.Ag., M.Pd.
 Supriyanto, S.Pd., M.Pd.
 Dr. Kaniati Amalia, M.Pd.
 Ainur Rifqi, S.Pd., M.Pd.
 Shelly Andari, 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 are able to carry out RPS, course hook materials, group formation.	1. Students are able to carry out semester study plans 2. Students are able to relate each course they take	Criteria: - Form of Assessment : Participatory Activities	Contextual Teaching Learning 2 X 50	Contextual Teaching Learning 2 X 50	Material: Lecture Contract Reader: <i>Kusmintardjo. 1992. Management of Special Services in Schools (Volume II). Malang: OPF IKIP Malang Project.</i>	5%
2	Students are able to understand the Basic Concepts of Special Service Management	1. Students are able to implement the Basic Concepts of Special Service Management 2. Students understand the meaning, objectives and principles and scope of special service management	Criteria: 1. Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2. Communication: Convey opinions clearly and easily understood 3. Critical Thinking: Giving scientific and logical responses to knowledge 4. Attitude Ability to persist and respond to questions or objections Form of Assessment : Participatory Activities	Discussion, Presentation 2 X 50	Discussion, Presentation 2 X 50	Material: Basic Concepts of Special Service Management Library: <i>Mustiningsih. 2005. Special Service Management in Educational Institutions. Malang: AP FIP Department, State University of Malang.</i>	5%

3	Students are able to carry out Guidance and Counseling Management	<ol style="list-style-type: none"> 1. Able to understand the meaning of guidance and counseling management 2. Able to explain the objectives of guidance and counseling management 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2. Communication: Convey opinions clearly and easily understood 3. Critical Thinking: Giving scientific and logical responses to knowledge 4. Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Lectures vary (Lecture method, question and answer and discussion 2 X 50	Lectures vary (Methods of lecture, question and answer and discussion	<p>Material: Guidance and Counseling Management Reader: <i>Kusmintardjo. 1992. Management of Special Services in Schools (Volume II). Malang: OPF IKIP Malang Project.</i></p>	5%
4	Students are able to analyze the practices and problems of guidance and counseling management	<ol style="list-style-type: none"> 1. Able to analyze problems in guidance and counseling management 2. able to implement guidance and counseling management 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2. Communication: Convey opinions clearly and easily understood 3. Critical Thinking: Giving scientific and logical responses to knowledge 4. Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: Practices and Problems of Guidance and Counseling Management References: <i>Djumhur, I. and Surya, M. 2000. Guidance and Counseling in Schools. Bandung: CV. Knowledge.</i></p>	5%
5	Students are able to explain about counseling guidance services	<ol style="list-style-type: none"> 1. Able to explain special services for School Health Enterprises (UKS) 2. Able to explain the terms, roles, objectives and benefits of School Health Services (UKS) 3. Able to explain the stages, targets and forms of School Health Services (UKS) 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2. Communication: Convey opinions clearly and easily understood 3. Critical Thinking: Giving scientific and logical responses to knowledge 4. Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: School Health Service Management Reference: <i>Central UKS Development Team. 2003. Guidelines for the Development and Development of School Health Businesses. Jakarta: Center for Physical Quality Development, Ministry of National Education.</i></p>	5%

6	Students are able to explain the practices and problems of school health services (UKS)	able to explain about school health unit services	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: Practices and Problems of School Health Management Reference: <i>Central UKS Advisory Team. 2003. Guidelines for the Development and Development of School Health Businesses. Jakarta: Center for Physical Quality Development, Ministry of National Education.</i></p>	5%
7	Students are able to explain about school canteen management	<ol style="list-style-type: none"> 1.Able to explain about special school cafeteria (canteen) services 2.Able to explain factors, principles, planning, and effectiveness of school cafeteria (canteen) services 3.Able to explain the role of the school principal in school cafeteria (canteen) services 4.Able to explain teacher perceptions and student satisfaction with school cafeteria (canteen) services 5.be able to mention the important role of school cafeteria (canteen) services in improving balanced nutrition for students 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: School Cafeteria Management Reference: <i>Idrus, SA 2008. Manager Performance and Cooperative Business. Malang: UIN Malang Press.</i></p>	5%
8	Midterm exam	Students are able to master and answer questions in the Mid-Semester Exam	Form of Assessment : Test	Test 2 X 50	Test	<p>Material: meeting materials 1-7 References: <i>Stoops, E. et al. 1981. Hand Book of Educational Administration: Guide for the Practioner. New York: Allyn and Bacon.</i></p>	15%

9	Students are able to explain about school library services	able to explain about school library services	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: Practices and Problems of School Cafeteria (canteen) Management Library: <i>Fatah, N. 2004. Foundations of Educational Management. Bandung: PT. Rosda Karya Teenager.</i></p>	5%
10	Students are able to explain the management of school dormitories	able to explain about school dormitory management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: School Dormitory Management (Theoretical, Practical and Problematic Studies) Library: <i>Mustiningsih. 2005. Special Service Management in Educational Institutions. Malang: AP FIP Department, State University of Malang.</i></p>	5%
11	Students are able to explain about school transportation services	able to explain about school transportation services	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: School transportation service management Reference: <i>Sutisna, O. 1990. Educational Administration: Theoretical Basis for Professional Practice. Bandung: Angkasa Publishers.</i></p>	5%

12	Students are able to explain about school transportation services	able to explain about school transportation services	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50		5%
13	Students are able to explain about school laboratory management	able to explain about school laboratory management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: School Cooperative Management Reference: <i>Idrus, SA 2008. Manager Performance and Cooperative Business. Malang: UIN Malang Press.</i></p>	5%
14	Students are able to explain the practices and problems of student cooperative management	able to explain the practices and problems of student cooperative management	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections <p>Form of Assessment : Participatory Activities</p>	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	<p>Material: Practical and problematic management of student cooperatives Reference: <i>Idrus, SA 2008. Manager Performance and Cooperative Business. Malang: UIN Malang Press.</i></p>	5%

15	Students are able to explain about the management of halls, auditoriums (school educational facilities)	able to explain School transportation management (Theoretical, Practical and Problematic)	Criteria: 1.Relevance: Opinions expressed are relevant to the learning objectives (LObj) found 2.Communication: Convey opinions clearly and easily understood 3.Critical Thinking: Giving scientific and logical responses to knowledge 4.Attitude Ability to persist and respond to questions or objections Form of Assessment : Participatory Activities	Paper presentation (student/group); Class discussion 2 X 50	Paper presentation (student/group); Class discussion 2 X 50	Material: School transportation management (Theoretical, Practical and Problematic) Library: <i>Mustiningsih. 2005. Special Service Management in Educational Institutions. Malang: AP FIP Department, State University of Malang.</i>	5%
16	able to understand special service management		Form of Assessment : Test	Test 2 x 50	Test 2 x 50	Material: UAS References: <i>Stoops, E. et al. 1981. Hand Book of Educational Administration: Guide for the Practioner. New York: Allyn and Bacon.</i>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.