



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
STUDENT MANAGEMENT	8620403135	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	2	May 8, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Ainur Rifqi, S.Pd., M.Pd. ; Rezki Nurma Fitria, M.Pd. ; Dr. Mufarrihul Hazin, S.Pd.I., M.Pd. ; Dr. Karwanto, S.Ag., M.Pd. dan 3 lainnya		Dr. Erny Roesminingsih, M.Si.	Syunu Trihantoyo, S.Pd., M.Pd.	

Learning model	Project Based Learning
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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-6	Able to master educational management functions at strategic, tactical and operational levels																			
	PLO-11	Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics																			
	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 educational management.																			
	PO - 2	Master the theory/concept of Student Management in depth and be able to apply it according to needs in the field of education.																			
	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 Student Management.																			
	PLO-PO Matrix																				
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-6</th> <th>PLO-11</th> </tr> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td>✓</td> </tr> </table>	P.O	PLO-5	PLO-6	PLO-11	PO-1	✓			PO-2	✓			PO-3		✓	✓	PO-4			✓
P.O	PLO-5	PLO-6	PLO-11																		
PO-1	✓																				
PO-2	✓																				
PO-3		✓	✓																		
PO-4			✓																		

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1					✓	✓	✓				✓						PO-2	✓	✓	✓	✓													PO-3									✓	✓		✓	✓	✓	✓		PO-4								✓								✓
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PO-4								✓								✓																																																																																						

Short Course Description	This course examines the basic concepts of student management, student management planning, PPDB, orientation of new students, presence and absence of students, grouping of students, evaluation of student learning outcomes, student level and non-level systems, transfers and drops. out students, code of ethics, courts, punishment and discipline of students as well as problems in educational institutions, solving problems through active learning with a combination of discussion methods, question and answer, giving assignments and practice, overall with the help of presentation media and the use of laptops/PCs and field trip.
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References	Main :
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1. Delwyn Tattum. 2022. Disruptive Pupil Management. New York. Taylor and Francais.
2. Eddie McNamara. 2012. Positive pupil management and Motivation. New York. Taylor and Francais.
3. Terry Haydn. 2007. Managing Pupil Behaviour: Key Issues in Teaching and Learning. Routledge
4. Daniel K Cairo & Victoria Cabal. 2021. The corporatization of student affairs. Switzerland. Springer Nature.
5. Sina Flacker. 2022. Learning in times of covid 19: students, families and educator perspective. Frontiers Media SA
6. Hãng, Ngõ & Hưõng, Vũ. 2022. The practices of pupil behaviour management according to primary pupils' parents and teachers in Vietnam. Pastoral Care in Education. 1-19. 10.1080/02643944.2022.2122071.
7. Kahunzire, Evangelist & Asiimwe, Solomon & Kiyingi, Frank. 2023. Parental Roles in Attending Schools' management Meetings and Pupils' Academic Performance in Uganda. European Journal of Education and Pedagogy. 4. 18-25. 10.24018/ejedu.2023.4.2.536.
8. Singh, Sudhir. 2022. Cataract And Small Pupil Management Manual Techniques.
9. Okaka, Wilson & Nyana, Florence. 2023. Improving Basic School Management for Better Pupils' Examinations Results.
10. Modiba, Ngwako. 2022. Management of the Hatred of Schooling by Public Secondary School Pupils. International Journal of Criminology and Sociology. 9. 482-489. 10.6000/1929-4409.2020.09.47.

Supporters:

Supporting lecturer
 Dr. Amrozi Khamidi, S.Pd., M.Pd.
 Dr. Karwanto, S.Ag., M.Pd.
 Dr. Ima Widiyanah, M.Pd.
 Windasari, S.Pd., M.Pd.
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 Dr. Mufarrihul Hazin, S.Pd.I., M.Pd.
 Rezki Nurma Fitria, 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 lecture contracts and inferences on the basic concepts of Student Management.	1. Students are able to explain the background of Student Management; 2. Students are able to explain the main tasks of Student Management; 3. Students are able to explain the principles of Student Management; 4. Students are able to explain the scope of Student Management.	Criteria: Attached Form of Assessment : Participatory Activities	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 1 Bibliography: Delwyn Tattum. 2022. Disruptive Pupil Management. New York. Taylor and Francais.	5%
2	Students are able to make inferences about Student Management Planning & Problems.	1. Students are able to explain the limitations and steps of Student Management Planning; 2. Students are able to explain the school census in Student Management Planning; 3. Students are able to explain school and class size in Student Management Planning; 4. Students are able to explain effective classes in Student Management Planning;	Criteria: Attached Form of Assessment : Participatory Activities	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 2 Reader: Eddie McNamara. 2012. Positive pupil management and Motivation. New York. Taylor and Francais.	5%
3	Students are able to make inferences regarding New Student Admissions & Problems	1. Students are able to explain PPDB policies; 2. Students are able to explain the PPDB system; 3. Students are able to explain the PPDB criteria; 4. Students are able to explain PPDB procedures;	Criteria: Attached Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 3 Bibliography: Terry Haydn. 2007. Managing Pupil Behavior: Key Issues in Teaching and Learning. Routledge	5%

4	Students are able to make inferences about Student Orientation & Problems	1. Students are able to explain the reasons and limitations of Student Orientation; 2. Students are able to explain the purpose and function of Student Orientation; 3. Students are able to explain the legal basis for Student Orientation; 4. Students are able to explain the Student Orientation program/week;	Criteria: Attached Form of Assessment : Participatory Activities	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 4 Bibliography: Daniel K Cairo & Victoria Cabal. 2021. <i>The corporatization of student affairs.</i> Switzerland. Springer Nature.	5%
5	Students are able to make inferences regarding the Guidance and Development of Students & Problems.	1. Students are able to explain the boundaries of student attendance and absence. 2. Students are able to explain the causes of student absences 3. Students are able to explain approaches to increasing student attendance 4. Students are able to explain the attendance and absence records of students	Criteria: Attached Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 5 Reference: Sina Flacker. 2022. <i>Learning in times of covid 19: students, families and educational perspective.</i> Frontiers Media SA	5%
6	Students are able to make inferences about the Characteristics and Grouping of Students & Problems.	1. Students are able to explain the urgency and discourse of grouping students; 2. Students are able to explain the types of Student Grouping; 3. Students are able to distinguish between grouping and majoring of students;	Criteria: Attached Form of Assessment : Portfolio Assessment	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 6 Reference: Hăng, Ngô & Hường, Vũ. 2022. <i>The practices of pupil behavior management according to primary pupils' parents and teachers in Vietnam.</i> Pastoral Care in Education. 1-19. 10.1080/02643944.2022.2122071.	5%
7	Students are able to make inferences regarding the Evaluation of Student Learning Outcomes & Problems.	1. Students are able to explain the reasons and limitations of evaluating student learning outcomes; 2. Students are able to explain the purpose and function of Student Learning Outcome Evaluation; 3. Students are able to explain techniques for evaluating student learning outcomes; 4. Students are able to explain the criteria for evaluating student learning outcomes; 5. Students are able to explain the follow-up to the Evaluation of Student Learning Results;	Criteria: Attached Form of Assessment : Portfolio Assessment	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 7 Bibliography: Kahunzire, Evangelist & Asimwe, Solomon & Kiyingi, Frank. 2023. <i>Parental Roles in Attending Schools' Management Meetings and Pupils' Academic Performance in Uganda.</i> European Journal of Education and Pedagogy. 4. 18-25. 10.24018/ejedu.2023.4.2.536.	5%

8	UTS	<p>1. Students are able to master the basic concepts of Student Management</p> <p>2. Students are able to master the concept of Student Planning & Problems</p> <p>3. Students are able to master the concept of Accepting New Students & Problems</p> <p>4. Students are able to master the concept of Student Orientation & Problems</p> <p>5. Students are able to master the concept of Student Presence and Absence & Problems</p> <p>6. Students are able to master the concept of Student Grouping & Problems</p> <p>7. Students are able to master the concept of Evaluation of Learning Results & Problems</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	3 X 50		<p>Material: UTS</p> <p>Bibliography: Okaka, Wilson & Nyana, Florence. 2023. <i>Improving Basic School Management for Better Pupils' Examinations Results.</i></p>	15%
9	Students are able to make inferences about Level and Non-Level Systems & Problems.	<p>1. Students are able to explain the level system;</p> <p>2. Students are able to explain the considerations for increasing levels;</p> <p>3. Students are able to explain the advantages and disadvantages of the level system;</p> <p>4. Students are able to explain remedies to students;</p> <p>5. Students are able to explain non-level systems;</p> <p>6. Students are able to explain the advantages and disadvantages of non-level systems;</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Portfolio Assessment</p>	Lecture, question and answer and discussion methods. 3 X 50		<p>Material: Material 9</p> <p>References: Modiba, Ngwako. 2022. <i>Management of the Hatred of Schooling by Public Secondary School Pupils. International Journal of Criminology and Sociology.</i> 9. 482-489. 10.6000/1929-4409.2020.09.47.</p>	5%
10	Students are able to make inferences about Student Mutations and Drop Outs & Problems.	<p>1. Students are able to explain the concept and types of student mutations;</p> <p>2. Students are able to explain the causes of student transfers;</p> <p>3. Students are able to explain alternatives for preventing, reducing and solving student mutations;</p> <p>4. Students are able to explain the concept and types of student dropout;</p> <p>5. Students are able to explain the causes of student dropout;</p>	<p>Criteria: Attached</p> <p>Form of Assessment : Portfolio Assessment</p>	Lecture, question and answer and discussion methods. 3 X 50		<p>Material: Material 10</p> <p>Bibliography: Delwyn Tattum. 2022. <i>Disruptive Pupil Management.</i> New York. Taylor and Francais.</p>	5%

11	Students are able to make inferences about the Code of Ethics, Courts, Punishments and Student Discipline & Problems	1. Students are able to explain the student code of ethics2. Students are able to explain the student's court3. Students are able to explain student punishment 4. Students are able to explain student discipline	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 11 Bibliography: Eddie McNamara. 2012. <i>Positive pupil management and Motivation</i> . New York. Taylor and Francais.	5%
12	Students are able to make inferences about Adiwiyata & Problems	1. Students are able to explain the history of Adiwiyata2. Students are able to explain the meaning and purpose of adiwiyata3. Students are able to explain the principles of organizing Adiwiyata 4. Students are able to explain the Adiwiyata process and program	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Lecture, question and answer and discussion methods. 3 X 50		Material: Material 12 Reference: Sina Flacker. 2022. <i>Learning in times of covid 19: students, families and educational perspective</i> . Frontiers Media SA	5%
13	Students are able to make inferences regarding Student Management Implementation	1. Students are able to explain the Implementation of Student Management 2. Students are able to analyze obstacles in the Implementation of Student Management3. Students are able to solve problems in the Implementation of Student Management	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Academic Visits (Observations) 3 X 50		Material: Material 13 References: Okaka, Wilson & Nyana, Florence. 2023. <i>Improving Basic School Management for Better Pupils' Examinations Results</i> .	5%
14	Students are able to make inferences regarding Student Management Implementation	1. Students are able to explain the Implementation of Student Management 2. Students are able to analyze obstacles in the Implementation of Student Management3. Students are able to solve problems in the Implementation of Student Management	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Seminar Results of Academic Visits (Observations) 3 X 50		Material: Material 14 Bibliography: Kahunzire, Evangelist & Asiimwe, Solomon & Kiyingi, Frank. 2023. <i>Parental Roles in Attending Schools' Management Meetings and Pupils' Academic Performance in Uganda</i> . <i>European Journal of Education and Pedagogy</i> . 4. 18-25. 10.24018/ejedu.2023.4.2.536.	5%
15	Students are able to make inferences regarding Student Management Implementation	1. Students are able to explain the Implementation of Student Management 2. Students are able to analyze obstacles in the Implementation of Student Management3. Students are able to solve problems in the Implementation of Student Management	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Seminar Results of Academic Visits (Observations) 3 X 50		Material: Material 15 References: Imron, A. 2012. <i>Character Education Through Extra-Curricular Activities</i> . Jakarta: Directorate of Elementary School Development, Directorate General of Basic Education, Ministry of Education and Culture. Material: Material 15 Bibliography: Daniel K Cairo & Victoria Cabal. 2021. <i>The corporatization of student affaris</i> . Switzerland. Springer Nature.	5%

16	UAS	1. Students are able to master the Student Level and Non-Level System & Problems.2. Students are able to master student transfers and drop outs & problems.3. Students are able to master the Code of Ethics, Courts, Punishments and Student Discipline & Problems.4. Students are able to master Adiwiyata & Problematics.5. Students are able to analyze the implementation of Student Management	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	3 X 50		Material: UAS Literature: <i>Hằng, Ngô & Hoàng, Vũ. 2022. The practices of pupil behavior management according to primary pupils' parents and teachers in Vietnam. Pastoral Care in Education. 1-19. 10.1080/02643944.2022.2122071.</i>	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	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.