



**Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Inclusive Basic Education Management	8612202626		T=2	P=0	ECTS=4.48	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	Program Objectives (PO)	
	PLO-PO Matrix	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>	P.O
	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	<p>This course is able to equip students with two concepts. Firstly, the concept of educational management and secondly, the concept of inclusive education. This course combines these two concepts. Students will learn related to several educational management substances, namely curriculum management, infrastructure management, public relations management, financial management, teacher and education staff management, and special service management in elementary schools. And its extensions are change management, leadership, and project management. It is hoped that some of these substances and extensions will equip students to become competent principals in elementary schools. The concept of inclusive education places more emphasis on how students recognize the characteristics of children with special needs in a simple way, as well as how to manage children with special needs in inclusive schools. Because currently, schools are being directed by the government to become inclusive schools. So with this course, students are expected to have the skills to become prospective principals in inclusive elementary schools.</p>
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References	Main :

1. Muhimmah, H. A. (2022). Inspiring Leadership: Values in Building Excellent Inclusive Higher Education. *European Journal of Educational Research*, 11(3), 1475-1485. DOI: <https://doi.org/10.12973/eu-jer.11.3.1475>
2. Patrick, S. K. (2022). Organizing Schools for Collaborative Learning: School Leadership and Teachers' Engagement in Collaboration. *Educational Administration Quarterly*, 58(4), 638-673.
3. Ainscow, Mel. & Sandill, Abha. (2019). Developing inclusive education systems: the role of organisational cultures and leadership. *International Journal of Inclusive Education*, Vol 14 (4), 401-416. Online Publication. DOI: <https://doi.org/10.1080/13603110802504903>
4. Usman, H. (2021). *Administrasi, Manajemen, dan Kepemimpinan Pendidikan: Teori Dan Praktik*. Bumi Aksara.
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6. Riani, S. S., & Ain, S. Q. (2022). The role of school principal in implementing education quality management. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 204-211.
7. Yeomans Cabrera, M. M. (2022). Evolution of educational administration in Chile and professionalizing school administration in 2020. *Revista Educación*, 46(1), 513-527.
8. Chan, T., Ridley, A., & Morris, R. (2022). Principals Perception of Their Roles as Curriculum Leaders: A Comparison of High, Middle and Elementary Schools. *New Waves*, 25(1), 82-98.
9. Armini, F. (2022). Efforts to Improve National Standards in Education Management. *Indonesian Journal of Education (INJOE)*, 2(2), 104-114.
10. Muhimmah, H. A. (2015). Manajemen peserta didik pada sekolah inklusi (studi multi kasus di Sekolah Dasar Negeri Mriyunan Sidayu dan Sekolah Dasar Setia Budhi, Kabupaten Gresik)

Supporters:

Supporting lecturer

Prof. Dr. Budiyanto, M.Pd.
 Dr. Erny Roesminingsih, M.Si.
 Dr. Nunuk Hariyati, S.Pd., M.Pd.
 Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd.
 Dr. Hitta Alfi Muhimmah, 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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%

13							0%
14							0%
15							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.**