DESCRIPTION OF COURSE UNIT
according to the ECTS User's Guide 2015

Course unit title	School and Madrasah Managers
Course unit code	22010112E21
Type of course unit (compulsory, optional)	Optional
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	4th year
Semester/trimester when the course unit is delivered	Seventh Semester
Number of ECTS credits allocated	2.88 ECTS 3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 4.32 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	M. Imamul Muttaqin, M.Pd.I
Learning outcomes of the course unit	CLO-1: Able to analyze the basic concepts and study areas of School and Madrasah Management. CLO-2: Able to compare various types of school and madrasa management initiated by education management figures. CLO-3: Able to classify typological analysis of educational management, especially in school and madrasah management CLO-4: Able to compare various characteristics/typologies of thinking of figures in Western education and Islamic education. CLO-5: Able to analyze School and Madrasah Management models. CLO-6: Able to analyze the methodology for developing School and Madrasah Management. CLO-7: Able to classify the contextualization of the past, present, and future development of School and Madrasah Management. CLO-8: Able to analyze the development of School and Madrasah Management initiated by Islamic education figures in Indonesia.
Mode of delivery (face-to-face, distance learning)	Face to face

Prerequisites and co-requisites (if applicable)	
Course Content	1. Understand the basic concepts of school and Madrasah management, School Based Management (SBM) both in terms of background, understanding, objectives, and implementation 2. Preparation of school and madrasa management organizations, 3. Management of operational permits for schools and madrasas, 4. Preparation and determination of the vision and mission of School and Madrasah institutions, 5. Development of school and madrasa curriculum, 6. School and Madrasah management structure, Ministry of Education, and Ministry of Religion. 7. School and Madrasa Leadership Model 8. Administration of School and Madrasah management Digital-based database (teacher, student database, School and Madrasah inventory, grades, attendance list, digital-based report cards) collaboration with IT students 9. Supervision of learning and development of teacher professionalism (Continuous Professional Development/PKB) 10. School culture and how to build and maintain it to move towards a culture of quality. 11. Designing a School Development Plan (RPS) 12. School accreditation and the process for preparing and applying for it 13. Field practice (Internship makes videos) 14. Simulation formulating school and madrasah governance
Recommended or required reading and other learning resources/tools	1. Ahmad, Masduki. "Gagasan tentang manajemen pendidikan." Jakarta Timur: LP2AB (2019). 2. Baharun, H. H., & Zamroni, M. P. Manajemen Mutu Pendidikan. Akademia Pustaka 3. Fakhruroji, M. (2019). Pola komunikasi dan model kepemimpinan Islam. 4. Hasyim, M., & Botma, A. (2013). Konsep pengembangan pendidikan Islam (telaah kritis terhadap pengembangan lembaga pendidikan madrasah dan pondok pesantren. Penerbit Kedai aksara. 5. Hidayat, R., & Candra Wijaya, M. P. (2017). Ayat-Ayat Alquran Tentang Manajemen Pendidikan Islam. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI). 6. Hidayat, Rahmat, and Candra Wijaya. Ayat-Ayat Alquran Tentang Manajemen Pendidikan Islam. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2017. 7. Hidayat, R., & Wijaya, C. (2016). Ilmu pendidikan Islam: menuntun arah pendidikan Islam di Indonesia. 8. Huda, S., & El Widdah, M. (2018). Manajemen Strategi Peningkatan Mutu Madrasah. 9. Ma'arif, S., Novijanti, L., Huda, M. N., & Hurriyah, L. (2013). Manajemen Lembaga Pendidikan Islam. 10. Rifa'i, M., & Wijaya, C. (2016). Dasar-Dasar Manajemen. Medan: Perdana Publishin. 11. Sari, E. (2019). Manajemen lingkungan pendidikan. Uwais Press
Planned learning activities and teaching methods	Lecture, Cooperative Learning, Case Study, Collaborative Pbl, Cooperative Pbl, Project Based Pbl, Problem-Based Pbl

Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, Presentation, Observation, Written Test, Portfolio
Planned learning activities and teaching methods	Lecture, Group Discussion, Case Study, Collaborative Pbl, Cooperative Pbl, Project Based Pbl, Problem-Based Pbl

Course Name : _____

Name of Lecturer : _____

Departement : Islamic Religious Education

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	**Active Participation** (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	**Material Understanding** (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	**Argumentative Ability** (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	**Listening Skills** (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	**Teamwork** (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently

B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- $_i$ score is the score obtained by the student on the i-th task

- Subtances$_i$ is the weight (in fractional form) of the i-th task

- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. **Assessment Sheet**

DISCUSSION ASSESSMENT SHEET

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	**Active Participation** (25%)						
2	**Material Understanding** (25%)						
3	**Argumentative Ability** (20%)						
4	**Listening Skills** (15%)						
5	**Teamwork** (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

_____

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Articl e Review/Portfo lio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/Cas e Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self-Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

Na = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

$$Na = CA \left(\begin{array}{c} \left(Midterm\ Exam\ Score\ x\ \frac{30}{100} \right) + \left(Final\ Exam\ Score\ x\ \frac{40}{100} \right) + \\ Task\ Accumulation\ I(\sum_{i=1}^{n} Score_i\ x\ \frac{15}{100}) + \\ Task\ Accumulation\ I(\sum_{i=1}^{n} Score_i\ x\frac{15}{100}) \end{array} \right) x\ \frac{60}{100} + AA\ x\frac{20}{100} + PA\ x\frac{20}{100}$$

Note: n = total task

$I = 1^{st}$ score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25