

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

Course unit title	Leadership in Educational Institutions
Course unit code	22010112E23
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/trimest	4 th 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)	Misbah Munir, M.Pd
Learning outcomes of the course unit	CLO-1: Students are able to determine the relationship between leadership and school organizations in the context of Islamic education. CLO-2: Students can formulate the quality of the principal's leadership performance, including the requirements and behavior required in Islamic educational institutions. CLO -3: Students analyze the leadership characteristics of the Prophet Muhammad and the factors that led to his success in managing Islamic education. CLO - 4 : Students can categorize various types of Islamic educational leadership.
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course Content	1. Basic concepts of Leadership in Islamic Educational Institutions (origins of leadership, management functions in Islamic educational institutions) 2. Leadership, Power, Authority, Policies, Decisions and Regulations 3. Educational Leadership (types of Islamic educational leadership) 4. Leadership in Islamic Education (Understanding, Leadership of the Prophet, Characteristics and Success)

	5. Leadership and Managerial Practices in Islamic Education (Relationship between Leadership and School Organizations) 6. Quality of Principal Leadership Performance (Leadership requirements and behavior in Islamic educational institutions) 7. Conflict Management in leadership (understanding, problems and solutions) 8. Educational Leadership Based on Cultural Values (Leadership approach in Islamic educational institutions) 9. Visionary Educational Leadership 10. Transformational Educational Leadership 11. Entrepreneurial Spirited Educational Leadership 12. Effective Educational Leadership 13. Leadership in Building Renewed Islamic educational institutions 14. Leadership practices (making decisions together, making school program plans)
Recommended or required reading and other learning resources/tools	1. Burhanuddin. (1994). <i>Analisis Administrasi Manajemen dan Kepemimpinan Pendidikan</i>. Jakarta: Bumi Aksara. 2. Gary Yukl (2005) <i>Kepemimpinan dalam Organisasi</i> Jakarta: Prenhallindo. 3. Hamzah B. Uno. (2007) <i>Teori Motivasi dan Pengukurannya: Analisis Bidang Pendidikan</i>. Jakarta: Bumi Aksara. 4. Harbani Pasolong, (2008) <i>Kepemimpinan Birokrasi</i>, Bandung: Alfabeta. 5. Harmon, M.M., and R.T. Mayer. (1986). <i>Organization Theory for Public Administration</i>. Boston: Little, Brown, and Company. 6. Hendiyat Soetopo dan Wasty Soemanto, (1988) <i>Kepemimpinan dan Supervisi Pendidikan</i>, Jakarta: Bina Aksara. 7. John Adair, (2008) <i>Kepemimpinan Yang Memotivasi</i> Jakarta: Gramedia Pustaka Utama. 8. Kartini Kartono, (2005) <i>Pemimpin dan kepemimpinan: Apakah Kepemimpinan Abnormal itu?</i>. Jakarta: PT. Raja Grafindo Persada. 9. Kartono, Kartini. (1998). <i>Pemimpin dan Kepemimpinan</i>. Jakarta: PT RajaGrafindo Persada. 10. Mulyasa, E. (2003) <i>Menjadi Kepala Sekolah Profesional</i> Bandung: Remaja Rosdakarya. 11. Mulyono. (2010). <i>Educational Leadership (Mewujudkan Kepemimpinan Pendidikan yang Efektif)</i>. Malang: UIN Press. 12. Nawawi, Hadari. (2001). <i>Kepemimpinan Menurut Islam</i>. Yogyakarta: Gadjah Mada University Press. 13. Pidarta, Made. (1995). <i>Peranan Kepala Sekolah Pada Pendidikan Dasar</i>. Jakarta: Grasindo. 14. R.Achmad Rustandi, (1987) <i>Gaya Kepemimpinan (Pendekatan Bakat Situasional)</i>, Jakarta: Armico. 15. Rivai, Veithzal. (2004). <i>Kepemimpinan dan Perilaku Organisasi</i>, Jakarta: PT. RajaGrafindo Persada. 16. Robbins, S.P. (1994). <i>Teori Organisasi, Struktur, Desain dan Aplikasi</i>. Jakarta: Penerbit Arcan 17. Robbins, Stephen P. (1996). <i>Perilaku Organisasi: Konsep, Kontroversi, Aplikasi</i>. Jilid I. Penerjemah: Hadyana Pujaatmaka. Jakarta: Prenhanlindo. 18. Siagian, Sondang P. (1994). <i>Teori dan Prektek Kepemimpinan</i>. Jakarta: PT Rineka Cipta. 19. Soetopo, Hendiyat. dan Wasty Soemanto. (1988). <i>Kepemimpinan dan Supervisi Pendidikan</i>. Jakarta: Bina Aksara.

20. Sondang P. Siagian, (2002) *Kiat Meningkatkan Produktivitas Kerja*, Jakarta: Rineka Cipta.
21. Sopiah. (2008). *Perilaku Organisasional*. Yogyakarta: Penerbit Andi.
22. Sutarto. (1998). *Dasar-dasar Kepemimpinan Administrasi*. Yogyakarta: Gadjah Mada University Press.
23. Thoha, Miftah. (2007). *Kepemimpinan dalam Manajemen*. Jakarta: PT Raja Grafindo Persada.
24. Tony Bush & Marianne Coleman, (2006) *Manajemen Strategis, Kepemimpinan Pendidikan*, Yogyakarta; IRCiSoD.
25. Wahjosumidjo, (1992). *Kepemimpinan dan Motivasi*, Jakarta : Ghalia Indonesia, Cet. Ketiga.
26. Wahjosumidjo. (2003) *Kepemimpinan Kepala Sekolah Tinjauan Teoritik dan Permasalahan*. Jakarta: Raja Grafindo Persada.
27. Wahyosumidjo. (2001). *Kepemimpinan Kepala Sekolah: Tinjauan Teoritik dan Permasalahannya*. Jakarta: PT RajaGrafindo Persada.
28. Whitmore, John. (1997). *Coaching for Performance : Seni Mengarahkan Untuk Mendongkrak Kinerja*, Jakarta : Gramedia.
29. Yukl, Gary, A. (1998). *Kepemimpinan Dalam Organisasi*. Alih Bahasa, Yusuf Udaya. Jakarta : Prenhallindo.
30. Thoha, Miftah. (2008). *Perilaku Organisasi: Konsep Dasar dan Aplikasinya*. Jakarta: PT Raja Grafindo Persada.
31. Umar, Husein. (2003). *Metode Riset Perilaku Organisasional*. Jakarta: Gramedia Pustaka Utama.
32. Winardi. (1989). *Perilaku Organisasi (Organizational Behavior)*, Bandung : Tarsito.
33. Sumber-sumber lain baik artikel maupun hasil penelitian yang dapat diakses melalui internet maupun di perpustakaan.
34. Mulyasa, E. (2003). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya.
35. Steven Covey, (2006) *The 8 Habbit* Jakarta: Gramedia.
36. Stogdill, Ralph M. (1974). *Handbook of Leadership: A Survey of Theory and Research*. New York: Free Press.
37. Sobirin, Achmad. (2007). *Budaya Organisasi: Pengertian, Makna, dan Aplikasinya Dalam Kehidupan Organisasi*. Yogyakarta: UPP STIM YKPN.
38. Mulyasa, E. (2002). *Manajemen Berbasis Sekolah; Konsep, Strategi, dan Implementasi*. Bandung: Remaja Rosdakarya.
39. Bellone, C.J. (1980). *Organization Theory And The New Public Administration*. Boston: Allyn And Bacon, Inc.
40. Covey, S. (2008). *The 8th Habit; Menggapai Keagungan*, Jakarta: PT. Gramedia Pustaka.
41. Daniel Goleman, (2006) *Kepemimpinan Berdasarkan Kecerdasan Emosi* Jakarta: Pustaka Gramedia.
42. Effendi, Onong Uchjana. (1986). *Kepemimpinan dan Komunikasi*. Yogyakarta: Kanisius.
43. Suprihanto, John, dkk. (2003). *Perilaku Organisasional*. Yogyakarta: Sekolah Tinggi Ilmu Ekonomi YKPN.
44. Sulistyorini, (2009) *Manajemen Pendidikan Islam, Konsep, Strategi dan Aplikasi*, Yogyakarta: TERAS.
45. Husaini Usman, (2006) *Manajemen: Teori, Praktik, dan Riset Pendidikan*, Jakarta: Bumi Aksara.
46. Indrawijaya, Adam I., (1989). *Perilaku Organisasi*. Bandung : Sinar Baru, Cet. Keempat.

	47. Mulyono. (2008). <i>Manajemen Administrasi & Organisasi Pendidikan</i>. Yogyakarta: Ar-Ruzz Media. 48. Stoner, James A.F., dan Charles Wankel, (1993) <i>Perencanaan dan Pengambilan Keputusan Dalam Manajemen</i>, Jilid I, Jakarta : Rineka Cipta. 49. Stoner and Wankel. (1986). <i>Organization Management</i>. New York West Publishing Company.
Planned learning activities and teaching methods	Lecture, simulatn, cooperative learning, project based learning, and problem based learning.
Language of instruction	Indonesian
Assessment methods and criteria	There are Assignments, Midterms, Final Examination, Presentation, Observation and written test.

DISCUSSION ASSESSMENT GUIDELINES

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
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

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

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfolio/ Mind Map (Substance 20%)	Discussion/Presentation/ Observation/Cas 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

$N_a = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$N_a = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \left(\text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) + \text{Task Accumulation II} \left(\sum_{i=1}^n \text{Score}_i \times \frac{15}{100} \right) \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task
I = 1st 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