



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
SRIWIJAYA UNIVERSITY

FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR PROGRAM IN MATHEMATICS EDUCATION

Jl. Raya Palembang – Prabumulih Km.32, Indralaya Ogan Ilir 30662 Website: <https://fkip.unsri.ac.id/mathedu/>

Bachelor Program in Mathematics Education

MODULE HANDBOOK

Module designation	:	School Based Management / GMA3107
Semester	:	5th (fifth) / Even
Person responsible for the module	:	Drs. Riza Pahlevi, M.M. Hendra Lesmana, S.Pd., M.Pd.
Language	:	Indonesian and English
Relation to the curriculum	:	Study Program Compulsory Course
Teaching methods	:	Expository (Week 1) School Document review (week 2-7, 9-14) Presentation and group discussions (Week 2-7, 9-14) Project (Week 15 and 16)
Workload	:	14 weeks per semester excluding mid-term and final exams. 1 sks per week = 170 minutes, consisting of 50 minutes synchronous learning + 60 minutes asynchronous learning + 60 minutes systematic project. 170 minutes × 2 sks = 340 minutes = 5.67 hours per week 14 weeks × 5.67 hours = 79.38 hours 79.38 : 25 hours (1 ECTS) = 3.2 ECTS
Credit points	:	2 SKS (3.2 ECTS)
Prerequisite's course(s)	:	-
Module objectives	:	After taking this course, students have the ability to: CO1: Demonstrate responsibility, cooperation, independence, discipline and leadership in carrying out duties as a mathematics educator. CO2: Mastering the basic concepts of education which include the development of students, learning theories, the nature of science and scientific mindset, as well as basic knowledge and entrepreneurial management . CO3: Using pedagogic didactic concepts and principles in mathematics learning CO4: Using technology in solving mathematical problems and learning
Content	:	This course discusses: 1. Understanding the functions and fields of school management and their relationships. 2. Curriculum management, student management, employment management, financial management,



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	<p>facilities and infrastructure management, administration/information systems management, public relations management, and academic climate management.</p> <ol style="list-style-type: none"> 3. Background, understanding, and objectives of School-based Management, three pillars of School-Based Management, characteristics of School-Based Management, implementation of School-Based Management. 4. The preparation of officials, the construction of officers, teachers as functional departments, disconnection of working relations. 5. The preparation of officials, the construction of officers, teachers as functional departments, disconnection of working relations. 6. Understanding excellent service, principles of excellent service, characteristics of excellent service, understanding of school culture, excellent service as school culture. 7. Understanding Integrated Quality Management, characteristics of Integrated Quality Management, implementation of Integrated Quality Management in schools. 8. Graduate competency standards, content standards, process standards, assessment standards, educator and education personnel standards, management standards, facilities and infrastructure standards, and financing standards. 9. Understanding and purpose of school accreditation and school accreditation instruments.
Examination forms	<p>:</p> <p>Examination in this course includes:</p> <ol style="list-style-type: none"> 1. Oral test during lectures (being actively participating during classroom processes) 2. Written test
Study and examination requirements	<p>:</p> <p>Participation in lectures: critical and creative thinking skills in discussing problems (<i>case method</i>): 15%</p>



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	Project: create Papers and learning videos uploaded to <i>youtube</i> : 35% Task: 10% UTS : 20% UAS : 20%
Reading lists	: <ol style="list-style-type: none"> 1. Danim, S. 2006. <i>A new vision of school management</i>. Jakarta: Bumi Aksara. 2. Mone. 2004. <i>School Culture Development Guidelines</i>. Jakarta: Ministry of Education. 3. Mulyasa, E. 2009. <i>School Based Management</i>. Bandung: Rosda Karya 4. Nurkolis. 2003. <i>School-Based Management: Theory, Models, and Applications</i>. Jakarta: Grasindo 5. Praise Purnomo, <i>tth. School Management Handout</i> (unpublished). 6. Sagala, Shaiful. 2010. <i>Supervision of Learning</i>. Bandung: Alfabeta 7. Samino, 2009. <i>Introduction to Management Education</i>. Kartasura: 8. Fairus Syafarudin. 2002. <i>Integrated Quality Management in Education</i>. Jakarta: PT Grasindo. 9. Yuhana, E. Wijaya. 1999. <i>Excellent Service</i>. Bandung: Armico. 10. Suparlan, M. (2022). <i>Manajemen Berbasis Sekolah: dari Teori sampai dengan Praktik</i>. Bumi Aksara.

PLO and CO Mapping

PLO	CO
PLO 1: Have good morals, ethics, and personality in completing tasks as a mathematics educator	CO 1: Demonstrate responsibility, cooperation, independence, discipline and leadership in carrying out duties as a mathematics educator.



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PLO 5: Have an understanding of the basic concepts of educational philosophy, approaches, methods, models, media, evaluation/assessment, and general knowledge to support mathematics learning and teacher competence in teaching practices in schools	CO2 : Mastering the basic concepts of education which include the development of students, learning theories, the nature of science and scientific mindset, as well as basic knowledge and entrepreneurial management.
PLO 8: Apply innovative mathematical education and learning concepts in teaching practices in schools independently and in groups	CO3: Using pedagogic didactic concepts and principles in mathematics learning.
PLO 10: Able to utilize technology in solving mathematical problems and learning	CO4: Using technology in solving mathematical problems and learning.