

Deskripsi Singkat MK		Student Teaching Internship - School Management is a practical course that aims to provide students with direct experience in managing and organizing various aspects of a school. Through this program, students are expected to be able to understand and apply the principles of school management, from learning planning, human resource and facility management, to strategic decision-making that affects educational success. In undergoing this practice, students will play an active role in a real school environment, working with various parties such as principals, teachers, and administrative staff, and facing daily challenges in school management. This course also emphasizes the importance of a professional, collaborative, and innovative attitude in managing a school. Students are not only required to understand educational management theory, but also to be able to apply it effectively in a dynamic context. Thus, this course helps students develop leadership skills, decision-making, and the ability to adapt and innovate, which are essential for building a sustainable and high-quality educational environment. Through this practical experience, students are expected to be able to prepare themselves to play a role as competent and professional school managers.					
Pustaka		Utama :					
		1. Feldman, J. (2020). Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms. Corwin. 2. Safir, S., & Dugan, J. (2021). Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation. Corwin. 3. Safir, S. (2022). The Listening Leader: Creating the Conditions for Equitable School Transformation. Jossey-Bass. 4. Newton, J. W. (2021). Simplify Work: Crushing Complexity to Liberate Innovation, Productivity, and Engagement. Harvard Business Review Press 5. Hooks, B. (2021). Teaching Critical Thinking: Practical Wisdom. Routledge. 6. Brill, S. A., & Kenney, L. (2020). The Transgender Teen: A Handbook for Parents and Professionals Supporting Transgender and Non-Binary Teens. Cleis Press. 7. Bringula, R. (2023). School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience. Routledge. 8. Safir, S., & Dugan, J. (2023). Equity-Centered Leadership for Schools: Building Authentic, Meaningful Learning Environments. Corwin. 9. Brown, C. (2022). Improving Teacher Education through School Partnerships. Routledge. 10. Harrison, P. L. (2023). The School Psychology Internship Toolkit: Practical Tools and Resources for Interns and Supervisors. National Association of School Psychologists. 11. Smith, J. R., & Roberts, K. (2021). Student Teaching Internships and Program Development in Schools: The Pathway to Effective Education. Journal of Educational Development, 45(3), 221- 235. 12. Davis, P. S., & Thompson, G. L. (2020). Building Educational Programs through Student Teaching Internships. Educational Program Development Review, 39(2), 101-115. 13. Griffith, S. A., & Henson, P. D. (2022). Integrating Student Internships into School Program Design: A Practical Approach. International Journal of Educational Research, 62(4), 283-295. 14. Barker, M. L., & Walters, S. F. (2021). Student Teaching as a Vehicle for Developing School Programs: Lessons Learned from Practice. Journal of Curriculum and Instruction, 33(6), 214-228. 15. Jackson, T. M., & Lee, S. P. (2020). Effective School Program Development through Student Teaching Internships: A Comparative Study. Educational Leadership Quarterly, 56(3), 355-368. 16. Miller, A. G., & Wilson, R. C. (2021). Enhancing School Program Development via Student Internships: Best Practices and Challenges. Journal of Teacher Education, 72(5), 315-327. 17. Reynolds, H. T., & Blackwell, R. W. (2022). Practical Insights into School Program Design from Student Teaching Internships. Educational Administration and Policy, 47(2), 154-169. 18. Brown, S. E., & Jacobs, T. K. (2020). The Role of Student Teaching Internships in Developing School Programs and Curriculum. Journal of Educational Program Planning, 29(4), 141-156. 19. Turner, C. A., & Johnson, M. T. (2021). Redesigning School Programs through Student Teaching: The Role of Interns in Program Development. Journal of School Improvement, 42(7), 320-334. 20. Stewart, D. L., & Anderson, P. L. (2020). Student Teaching Internships and the Evolution of School Programs: A Longitudinal Study. Journal of Educational Policy, 28(1), 72-85. 21. Simmons, R. P., & Daniels, L. J. (2021). Program Development in Schools: The Role of Student Teachers in Curriculum Innovation. Journal of Curriculum and Program Design, 17(3), 67-79. 22. Nugroho, R., Lestari, G. D., Sujarwo, S., & Kiettikunwong, N. (2023). Increasing Educational Capacity as an Effort to Achieve SDGs 2030 for Village Association Personnel. Journal of Nonformal Education, 9(2), 272-282.					
		Pendukung :					
		1. RKS/ RKS 2. PP SISDIKNAS 3. Schoolar 4. SINTA 5. Nugroho, R., Lestari, G. D., Sujarwo, S., & Kiettikunwong, N. (2023). Increasing Educational Capacity as an Effort to Achieve SDGs 2030 for Village Association Personnel. Journal of Nonformal Education, 9(2), 272-282.					
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Mampu mengidentifikasi jenis kegiatan sekolah	Mampu mengidentifikasi jenis kegiatan sekolah	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum	perkuliahan 2 x 50	perkuliahan 2 x 50	Materi: Identification of the Type of School Activity Pustaka: Hooks, B. (2021). <i>Teaching Critical Thinking: Practical Wisdom</i> . Routledge.	3%
2	Mampu mengidentifikasi jenis kegiatan sekolah	Mampu mengidentifikasi jenis kegiatan sekolah	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum	perkuliahan 2 x 50	perkuliahan 2 x 50	Materi: Identification of the Type of School Activity Pustaka: Hooks, B. (2021). <i>Teaching Critical Thinking: Practical Wisdom</i> . Routledge.	3%
3	Mampu membedakan RKS dan RKAS	Mampu membedakan RKS dan RKAS	Kriteria: Ketepatan dalam membedakan RKS dan RKAS Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	pemahaman 2 x 50	pemahaman 2 x 50	Materi: RKS and RKAS Pustaka: Griffith, S. A., & Henson, P. D. (2022). <i>Integrating Student Internships into School Program Design: A Practical Approach</i> . <i>International Journal of Educational Research</i> , 62(4), 283-295. Materi: Increasing Educational Capacity as an Effort to Achieve SDGs 2030 for Village Association Personnel Pustaka: Nugroho, R., Lestari, G. D., Sujarwo, S., & Kiettikunwong, N. (2023). <i>Increasing Educational Capacity as an Effort to Achieve SDGs 2030 for Village Association Personnel</i> . <i>Journal of Nonformal Education</i> , 9(2), 272-282.	3%

4	Mampu membedakan RKS dan RKAS	Mampu membedakan RKS dan RKAS	Kriteria: Ketepatan dalam membedakan RKS dan RKAS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	pemahaman 2 x 50	pemahaman 2 x 50	Materi: RKS and RKAS Pustaka: <i>Griffith, S. A., & Henson, P. D. (2022). Integrating Student Internships into School Program Design: A Practical Approach. International Journal of Educational Research, 62(4), 283-295.</i>	3%
5	Able to describe school programs and activities based on school RKS documents	Mampu membedakan RKS dan RKAS	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	perkuliahan dan diskusi 2 x 50	perkuliahan dan diskusi 2 x 50	Materi: Types of school activities Pustaka: <i>Brown, C. (2022). Improving Teacher Education through School Partnerships. Routledge.</i>	3%
6	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Identify school programs based on RKS and RKAS documents	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	perkuliahan dan diskusi 2 x 50	perkuliahan dan diskusi 2 x 50	Materi: Types of school activities Pustaka: <i>Brown, C. (2022). Improving Teacher Education through School Partnerships. Routledge.</i>	3%
7	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	perkuliahan dan diskusi 2 x 50	perkuliahan dan diskusi 2 x 50	Materi: Types of school activities Pustaka: <i>Brown, C. (2022). Improving Teacher Education through School Partnerships. Routledge.</i>	4%
8	UTS	UTS	Kriteria: UTS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	UTS 2 x 50	UTS 2 x 50	Materi: Types of school activities Pustaka: <i>Brown, C. (2022). Improving Teacher Education through School Partnerships. Routledge.</i>	20%

9	Able to describe school programs and activities based on school RKS documents	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	perkuliahan dan diskusi 2 x 50	perkuliahan dan diskusi 2 x 50	Materi: Types of school activities Pustaka: Brown, C. (2022). <i>Improving Teacher Education through School Partnerships</i> . Routledge.	4%
10	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Identify school programs based on RKS and RKAS documents	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	diskusi 2 x 50	diskusi 2 x 50	Materi: RKS and RKAS Pustaka: Miller, A. G., & Wilson, R. C. (2021). <i>Enhancing School Program Development via Student Internships: Best Practices and Challenges</i> . <i>Journal of Teacher Education</i> , 72(5), 315-327.	4%
11	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Kriteria: Ketepatan identifikasi jenis kegiatan sekolah Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	diskusi 2 x 50	diskuai 2 x 50	Materi: RKS and RKAS Pustaka: Miller, A. G., & Wilson, R. C. (2021). <i>Enhancing School Program Development via Student Internships: Best Practices and Challenges</i> . <i>Journal of Teacher Education</i> , 72(5), 315-327.	4%
12	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Kriteria: Ketepatan hasil evaluasi program dan kegiatan sekolah berdasarkan RKS dan RKAS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	diskusi 2 x 50	diskusi 2 x 50	Materi: RKS and RKAS Pustaka: Miller, A. G., & Wilson, R. C. (2021). <i>Enhancing School Program Development via Student Internships: Best Practices and Challenges</i> . <i>Journal of Teacher Education</i> , 72(5), 315-327.	4%

13	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Mampu menjelaskan program dan kegiatan sekolah berdasarkan dokumen RKS sekolah	Kriteria: the accuracy of the results of evaluation of school programs and activities based on RKS and RKAS Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	diskusi 2 x 50	diskusi 2 x 50	Materi: RKS and RKAS Pustaka: Miller, A. G., & Wilson, R. C. (2021). <i>Enhancing School Program Development via Student Internships: Best Practices and Challenges. Journal of Teacher Education, 72(5), 315-327.</i>	4%
14	Mampu menyusun rencana tindak lanjut atas hasil evaluasi pelaksanaan program dan kegiatan sekolah dalam dokumen RKS	Menyusun rencana tindak lanjut untuk hasil evaluasi pelaksanaan program dan kegiatan sekolah dalam dokumen RKS	Kriteria: Ketepatan Rencana Tindak Lanjut yang Disusun Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	diskusi dan perkuliahan 2 x 50	diskusi dan perkuliahan 2 x 50	Materi: School Program Development Pustaka: Turner, C. A., & Johnson, M. T. (2021). <i>Redesigning School Programs through Student Teaching: The Role of Interns in Program Development. Journal of School Improvement, 42(7), 320-334.</i>	4%
15	Mampu menyusun rencana tindak lanjut atas hasil evaluasi pelaksanaan program dan kegiatan sekolah dalam dokumen RKS	Menyusun rencana tindak lanjut atas hasil evaluasi pelaksanaan program dan kegiatan sekolah dalam dokumen RKS	Kriteria: Ketepatan Rencana Tindak Lanjut yang Disusun Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	diskusi dan perkuliahan 2 x 50	diskusi dan perkuliahan 2 x 50	Materi: School Program Development Pustaka: Turner, C. A., & Johnson, M. T. (2021). <i>Redesigning School Programs through Student Teaching: The Role of Interns in Program Development. Journal of School Improvement, 42(7), 320-334.</i>	4%

16	UAS	UAS	Kriteria: UAS Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum	UAS 2 x 50	UAS 2 x 50	Materi: All Materials Pustaka: Davis, P. S., & Thompson, G. L. (2020). <i>Building Educational Programs through Student Teaching Internships. Educational Program Development Review</i> , 39(2), 101-115.	30%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	44%
2.	Penilaian Hasil Project / Penilaian Produk	44%
3.	Penilaian Praktikum	12%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.