



# MODULE HAND BOOK

MECHANICAL ENGINEERING VOCATIONAL EDUCATION STUDY PROGRAM

FACULTY OF ENGINEERING – UNIVERSITAS NEGERI PADANG

COURSE NAME	CODE	Course classification	CU		Sem	Version
			Theory	Pract		
Educational administration and supervision	UNP1.61.2102	UNP Compulsory Courses/ MEVE (educational aspect) core cours	2		3	
Responsible	Dr. Irsyad M.Pd			Signature		
INFORMATION	Dean		Head of Department		Coordinator of study program	
	Dr. Fahmi Rizal, M.Pd., MT NIP. 195912041985031004		Drs. Purwantono, M.Pd NIP. 196308041986031002		Drs. Purwantono, M.Pd NIP. 196308041986031002	
Program Learning Outcome	<p><b>Program learning outcome of Mechanical engineering vocational education:</b></p> <ol style="list-style-type: none"> <li>1. Possess a good ability to apply the basic science (mathematics and natural sciences) and other disciplines in profesional jobs / projects (Knowledge-understanding)               <ol style="list-style-type: none"> <li>1.1. possess a good understanding and can apply the basic concept of mathematics to solve various technical problems</li> <li>1.2. possess a good understanding and can apply basic the concept of physic to solve various technical problems</li> <li>1.3. possess a good understanding and can apply basic the concept of chemistry to solve various technical problems</li> </ol> </li> <li>2. Possess a critical and creative thingking in identifying, formulating, problem solving and evaluating various problems in mechanical engineering using the most appropriate and effective scientific method (<i>Engineering analysis, investigations and assessment</i>):               <ol style="list-style-type: none"> <li>2.1. problem identification skills</li> </ol> </li> </ol>					

- 2.2. problem analysis skills
- 2.3. problem evaluation skills
3. Possess a good ability in designing, manufacturing and operating machines (**Engineering design**)
  - 3.1. able to formulate ideas/concepts into a technical drawing, design and budget plans
  - 3.2. able to operate various machines and other engineering equipment with the correct standard operating procedure
  - 3.3. able to design a machine or machinery system based on a valid scientific theory
  - 3.4. able to realize a concept/design into a prototype, manufacturing process and engineering system
4. Possess a good ability to design, organize and evaluate the education and learning process in *mechanical engineering vocational education*. (**Education design**)
  - 4.1. able to design curriculum and learning process by considering various aspects
  - 4.2. able to organize, control, evaluate and improve the quality of the learning process
  - 4.3. able to develop an interesting, effective and efficient learning medias
5. Possess a good ability to adapt to development in science and technology and apply it into professional jobs by considering any non-technical aspects. (**Engineering practice**)
  - 5.1. able to innovate and develop technology in the field of mechanical engineering by considering social, economic and environmental aspects
  - 5.2. able to carry out the optimization process and increase the efficiency of machines or machining system.
  - 5.3. able to improve the performance of machine/ machinery system by applying the information technology
6. Possess a good softskil and spirit of lifelong learning (**Transferable skill / softskill**)
  - 6.1. possess a religious character
  - 6.2. possess a spirit of nasionalisme, social sensitivity and environmental consevation orientation
  - 6.3. possess the ability to communicate effectively and work together in teamwork
  - 6.4. possess the ability to transfer science and technology to society to improve the quality of life
  - 6.5. possess a good characters of entrepreneur

Course learning outcomes	Course learning outcomes	
	CLO	PLO
	1. Students are able to explain the position of education administration and supervision as one of the compulsory courses for the educational profession.	4.1, 4.2, 4.3.
	2. Students are able to compare the basic concepts, processes and scope of educational administration with administration in general	4.1, 4.2, 4.3.
	3. Students are able to explain the concepts and processes of curriculum administration in educational units	4.1, 4.2, 4.3
	4. Students are able to formulate the understanding and administrative processes of students and apply student administrative instruments in educational units.	4.1, 4.2, 4.3
	5. Students are able to analyze problems in the administrative process of Educators and Education Personnel (PTK) in educational units	4.1, 4.2, 4.3
	6. College student able analyze activities in administration of facilities and infrastructure in educational units	4.1, 4.2, 4.3
	7. Students are able to explain financial administration concepts and procedures in educational units	4.1, 4.2, 4.3
	8. Students are able to explain the concepts, processes, and application of school-community relations techniques (husemas)	4.1, 4.2, 4.3
	9. Students are able to identify the types and importance of Special Services in educational units	4.1, 4.2, 4.3
	10. Students are able to explain concepts, scope and processes	4.1, 4.2, 4.3
	11. School Administration Administration	
	12. Students are able to analyze the role of the teacher in administration	4.1, 4.2, 4.3
	13. education in schools	
	14. Students are able to present concepts, principles, processes and techniques of educational supervision in schools	4.1, 4.2, 4.3
	15. Students Able to assess the application of educational supervision processes and techniques in schools	4.1, 4.2, 4.3

<b>Course descriptions</b>	<p>The Kulian Subject in Educational Administration and Supervision is part of the University Course group that must be taken by students of the Padang State University for the Education pathway. Students who take this course are prepared for prospective educators and professional educational staff. The Education Administration and Supervision course discusses the concept of the profession, the process and scope of Educational Administration and Supervision. Lectures are held for 1 (one) semester consisting of 16 meetings with a course weight of 2 (two) credits. This means that the study time per week required in this course is: 2x50 minutes, structured and independent study each 2 hours. Learning can be carried out face-to-face and in an online system.</p>	
<b>References</b>	<b>Main Reference (RU):</b>	
	<ol style="list-style-type: none"> <li>1. Arikunto, Suharsimi, &amp; Lia Yuliana, 2008, Education Management, Yogyakarta: Aditya Media &amp; FIP UNY.</li> <li>2. Hadari Nawawi. 1994. Educational Administration, Jakarta: Ghalia Indonesia</li> <li>3. Handyat Soetopo and Wasty Soemanto. 2004. Educational Leadership, Jakarta: Bina Aksara</li> <li>4. Syahril and Asmidir Ilyas. 2009. Educational Profession. Padang. UNP</li> </ol>	
<b>Learning Media</b>	<b>Software:</b>	
	<b>Hardware:</b>	
	Computer, LCD Projector and Whiteboard and peripherals	
<b>Team Teaching</b>		
<b>Assessment</b>	Mid-Test Exam, Final Exam, Independent & group assignments, Group presentations	
<b>Requirements Subject</b>	NO	

## Course Subjects

Week	Expected competencies	Topics	Method and strategy for learning	Assignment	Criterion / Assessment indicator	References
1	2	3	4	5	6	7
1	<b>CLO-1: (PLO-4.1, 4.2, 4.3)</b> Able to explain the position of education administration and supervision as one of the compulsory subjects for the educational profession.	Listening and analyzing about the position of administration and supervisi in the provision of education	<ul style="list-style-type: none"> <li>a. Lecture Orientation</li> <li>b. The position of administration and supervision in the administration of education</li> <li>c. Profession concept</li> <li>d. Professional, Professionalism, Professionalization</li> <li>e. Teacher as a profession</li> </ul>	<ul style="list-style-type: none"> <li>1. Question and answer,</li> <li>2. Assignment</li> <li>3. Planting the concept by using video / voicenote / podcast</li> </ul>	<ul style="list-style-type: none"> <li>a. Assessment of the Learning Process</li> <li>b. Assessment performance</li> </ul>	
2	<b>CLO-2: (PLO-4.1, 4.2, 4.3)</b> Able to express basic concepts, processes and scope of educational administration.	<ul style="list-style-type: none"> <li>1. Discuss and analyze educational administration</li> <li>2. Doing questions and answers about educational administration</li> </ul>	<ul style="list-style-type: none"> <li>b. The basic concept of educational administration (meaning,</li> <li>c. Function / Process education administration</li> <li>d. Administrative scope</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer</li> <li>1. Discussion</li> <li>2. Assignment</li> <li>3. Planting the concept by using video / voicenote / podcast</li> </ul>	<ul style="list-style-type: none"> <li>a. Assessment of the Learning Process</li> <li>b. Assessment of Learning Outcomes</li> </ul>	

			education			
3	<b>CLO-3: (PLO-4.1, 4.2, 4.3)</b> Be able to explain the concepts, processes and roles of teachers regarding curriculum administration in educational units	<ol style="list-style-type: none"> <li>1. Discuss and analyze curriculum administration</li> <li>2. Doing questions and answers about Curriculum administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum administration concepts</li> <li>2. Curriculum administration process in educational units: <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. implementation,</li> <li>c. Supervision</li> <li>d. Evaluation</li> </ol> </li> <li>3. Teacher involvement in curriculum administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / po dcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of the Learning Process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	
4	<b>CLO-4: (PLO-4.1, 4.2, 4.3)</b> Able to explain the meaning, process, and role of the teacher in participant administration students and able to use student administrative instruments.	<ol style="list-style-type: none"> <li>1. Discuss and analyze student administration</li> <li>2. Carry out questions and answers about the administration of students</li> </ol>	<ol style="list-style-type: none"> <li>a. Definition student administration</li> <li>b. Administrative process learners</li> <li>c. Student administrative instruments (manual &amp; electronic)</li> <li>d. The teacher's role in participant</li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Planting Assignment</li> <li>4. The concept of using video / voicenote / po dcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess ment Process Learning</li> <li>2. Assessment Learning outcomes</li> </ol>	

			administration students			
5	<b>CLO-5: (PLO-4.1, 4.2, 4.3)</b> Able to put forward basic concepts, the process of managing Educators and Education Personnel (PTK)	<ol style="list-style-type: none"> <li>1. Discuss and analyze PTK administrative concepts and processes</li> <li>2. Carry out questions and answers regarding the concept and administrative process of PTK</li> </ol>	<ol style="list-style-type: none"> <li>1. The basic concept of PTK administration</li> <li>2. PTK administration process <ol style="list-style-type: none"> <li>a. Planning (procurement, selection, placement)</li> <li>b. Implementation (orientation, coaching and development, welfare; salary, allowances, leave, awards, promotion, dismissal and retirement)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / podcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of the Learning Process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	
6	<b>CLO-6: (PLO-4.1, 4.2, 4.3)</b> Be able to explain evaluation of the performance of the CAR and its instruments as well as the role of teachers in the management of educators and education personnel (PTK)	<ol style="list-style-type: none"> <li>1. Discuss and analyzing the performance evaluation and the role of teachers in the administration of CAR</li> <li>2. Carry out questions and answers about performance evaluation and the role of teachers in administration PTK</li> </ol>	<ol style="list-style-type: none"> <li>1. PTK Performance Evaluation</li> <li>2. The teacher's role in the administration of CAR</li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / podcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Learning process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	

7	<p><b>CLO-7: (PLO-4.1, 4.2, 4.3)</b> Be able to explain basic concepts, processes and the role of the administrative teacher of facilities and infrastructure.</p>	<ol style="list-style-type: none"> <li>1. Discuss and analyzing the Infrastructure Administration</li> <li>2. Carry out questions and answers about Infrastructure Administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic concepts Infrastructure Administration</li> <li>2. The process of administering facilities and infrastructure (planning, procurement, inventory, distribution, utilization &amp; maintenance, deletion, supervision)</li> <li>3. The role of the teacher in the administration of facilities and infrastructure</li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / po dcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Learning process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	
8	MID TERM TEST					
9	<p><b>CLO-8: (PLO-4.1, 4.2, 4.3)</b> Be able to explain basic concepts, sources of financing, financial management, administrative processes, and the role of teachers in financial administration of educational units.</p>	<ol style="list-style-type: none"> <li>1. Discuss and analyze Financial Administration</li> <li>2. Doing questions and answers on Financial Administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Definition Financial administration</li> <li>2. The source of funding for the education unit</li> <li>3. School finance manager.</li> <li>4. Financial administration process <ol style="list-style-type: none"> <li>a. Planning (RPS, RKAS)</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / po dcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment Learning process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	



			<ul style="list-style-type: none"> <li>b. Implementation (use, recording of funds)</li> <li>c. Reporting and accountability</li> <li>d. Examination report</li> </ul> <p>5. The role of the teacher in school financial administration</p>			
10	<p><b>CLO-9: (PLO-4.1, 4.2, 4.3)</b> Able to explain concepts, management personnel, techniques, processes and teacher involvement in the administration of school-community relations (Husemas)</p>	<ul style="list-style-type: none"> <li>1. Discuss and analyze the Husemas Administration</li> <li>2. Carry out questions and answers about Husemas Administration</li> </ul>	<ul style="list-style-type: none"> <li>1. Concept (definition, principles and objectives) of the administration of school and community relations</li> <li>2. Husemas management personnel</li> <li>3. School and community relations administration techniques</li> <li>4. Husemas administration process (Fact Finding, Program preparation, implementation, supervision)</li> </ul>	<ul style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / po dcast</li> </ul>	<ul style="list-style-type: none"> <li>1. Assessment Learning process</li> <li>2. Assessment of Learning Outcomes</li> </ul>	

			Teacher involvement in Husemas administration			
11	<b>CLO-10: (PLO-4.1, 4.2, 4.3)</b> Able to explain the concepts, processes and involvement of teachers in the Administration of various Special Services fields in educational units	<ol style="list-style-type: none"> <li>1. Discuss and analyze special service administrations</li> <li>2. Carry out inquiries about special services administration</li> </ol>	<ol style="list-style-type: none"> <li>a. Concept of special service administration</li> <li>b. Specific types of services and their management (libraries, labor, UKS, cafes, advice, dormitories, cooperatives, transportation)</li> <li>c. Teacher involvement in the administration of special services</li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / podcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of the Learning Process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	
12	<b>CLO-11: (PLO-4.1, 4.2, 4.3)</b> Able to explain the concepts, processes and involvement of the School Administration Administration	<ol style="list-style-type: none"> <li>1. Discuss and analyze Administrative Administration</li> <li>2. Carry out questions and answers about Business Administration</li> </ol>	<ol style="list-style-type: none"> <li>a. School Administration Concept</li> <li>b. Correspondence process</li> <li>c. Filing process</li> <li>d. Office / School Layout Process</li> <li>e. Teacher discipline in administrative administration school</li> </ol>	<ol style="list-style-type: none"> <li>1. Question and answer</li> <li>2. Discussion</li> <li>3. Assignment</li> <li>4. Planting the concept by using video / voicenote / podcast</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessment of the Learning Process</li> <li>2. Assessment of Learning Outcomes</li> </ol>	

13	<b>CLO-12: (PLO-4.1, 4.2, 4.3)</b> Able to put forward basic concepts, principles and the role of the principal in educational supervision	1. Discuss and analyze basic concepts of supervising education 2. Doing questions and answers about the basic concept of educational supervision	Education Supervision a. Concept basic educational supervision (understanding, rational, objective, function) b. scopes (academic and managerial) c. Principle supervision education d. The role of the principal as an education supervisor	1. Question and answer 2. Discussion 3. Assignment 4. Planting Concepts with Using Video / voicenote / po dcast	1. Assessment of the Learning Process 2. Assessment of Learning Outcomes	
14	<b>CLO-13: (PLO-4.1, 4.2, 4.3)</b> Be able to explain the supervision process and techniques	1. Discuss and analyze the educational supervision process 2. Carry out questions and answers about the supervision process education	d. Supervision process and techniques 1. Process (planning, implementing, evaluating & following up) 2. Engineering (individual & group direct & indirect)	1. Question and answer 2. Discussion 3. Assignment 4. Planting the concept by using video / voicenote / po dcast	1. Assessment of the Learning Process 2. Assessment of Learning Outcomes	
15	<b>CLO-15: (PLO-4.1, 4.2, 4.3)</b> Able to explain the concepts of educational leadership styles	1. Discuss and analyze the basic concepts of educational leadership 2. Carry out questions and answers about the basic concepts of	1. Basic concepts of educational leadership (definition, function, principles) 2. Principal's	1. Question and answer 2. Discussion 3. Assignment 4. Planting the concept by using video / voicenote / po dcast	1. Assessment of the Learning Process 2. Assessment of Learning Outcomes	



### Assessment Component

Midtest exam	: 35%
Final exams	: 35%
Duty	: 20%
Presence	: 10%
Total	: 100%

### Scoring/Grading Level description

	Excellent	Good	Satisfy	Fail
Description	Be able to describe with <b>right</b> and <b>complete</b>	Be able to describe with <b>right</b> but <b>less complete</b>	Be able to describe but <b>unclear</b> and <b>less complete</b>	<b>Not capable</b> describe
Formulations	Able to formulate correctly and completely	Able to formulate correctly but incomplete	Able to formulate but less clear and incomplete	Not able to formulate
Calculate	Able to calculate correctly and completely	Able to calculate correctly but not complete	Able to count but less clear and incomplete	Not able to count
Analysis	Able to analyze correctly and completely	Able to analyze correctly but incomplete	Able to analyze but less clear and incomplete	Not able to analyze

### Scoring/grading system

Score	Quality Value	Quality Score	Designation of Quality	Score	Quality Value	Quality Score	Designation of Quality
85 - 100	A	4.0	With compliments	55 - 59	C	2.0	Enough

80 - 84	A-	3.6	Very very good	50 - 54	C-	1.6	Not enough
75 - 79	B +	3.3	Very well	40 - 49	D	1.0	Less
70 - 74	B	3.0	Good	≤ 39	E	0.0	Failed
65 - 69	B-	2.6	Pretty good	-	T	-	Delayed
60 - 64	C +	2.3	More than enough				

