



Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S1 Pendidikan Luar Sekolah

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Andragogi	8620503008	Mata Kuliah Wajib Program Studi	T=3	P=0	ECTS=4.77	3	26 Agustus 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Prof. Dr. I Ketut Atmaja JA, M.Kes.; Dr. Heryanto Susilo, M.Pd.		Prof. Dr. I Ketut Atmaja JA, M.Kes.			Rivo Nugroho, S.Pd., M.Pd.	

Model Pembelajaran	Project Based Learning
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK
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CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan
CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-8	Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat
CPL-10	Mampu berkomunikasi baik secara tertulis maupun lisan sesuai dengan nilai, norma, dan etika akademik

Capaian Pembelajaran Mata Kuliah (CPMK)	
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CPMK - 1	Mahasiswa memiliki pemahaman tentang konsep, hakikat dan tujuan andragogi, asumsi dan prinsip-prinsip pembelajaran orang dewasa, teori-teori pembelajaran orang dewasa
CPMK - 2	Mampu mengorganisasikan program, pendekatan, metode dan media pembelajaran orang dewasa serta unit-unit program pembelajaran orang dewasa agar dapat berperan sebagai pendidik dan pengelola pendidikan nonformal dan informal.

Matrik CPL - CPMK	
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	CPL-2	CPL-3	CPL-8	CPL-10	
CPMK-1	✓	✓			
CPMK-2			✓	✓	

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	
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		Minggu Ke																			
	CPL-2	CPL-3	CPL-8	CPL-10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
CPMK-1	✓	✓	✓	✓	✓							✓									✓
CPMK-2										✓	✓		✓	✓	✓	✓	✓	✓	✓		

Deskripsi Singkat MK	This course provides an understanding and ability of the concept, nature and purpose of andragogy, assumptions and principles of adult learning, adult learning theories, organizing adult learning programs, approaches, methods, techniques and media as well as adult learning units through explanations, discussions, case studies and presentations. The indicators of the success of this course are that students have a good understanding of adult education and realize that adult education is part of lifelong learning. Students are directed to understand the learning characteristics of adults who have had many previous learning experiences, so they prefer if the learning process that is carried out is to prioritize appreciation of their achievements and self esteem. The learning methods in andragogy courses use lectures, case studies and cooperative learning. While the assessment in learning uses tests or midterm exams and final exams with the weight of each assessment is 50%
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Pustaka	<p>Utama :</p> <ol style="list-style-type: none"> Ishak Abdulhak. 1995. Metodologi Pembelajaran Pada Pendidikan Orang Dewasa. Bandung: Cipta Intelektual. Zainudin Arif. 1984. Andragogi. Bandung: Angkasa. Malcolm S. Knowles, Elwood F. Hilton III, and Ricard A. Swanson. 2005. The Adult Learner. San Diego California USA: Elsevier. MV. Roesminingsih, Heryanto Susilo. 2018. Konsep Pendidikan Orang Dewasa. Surabaya: Unesa University Press. Brid Cannolly. 2008. Adult Learning in Groups. USA: Open University Press Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika. Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian. Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.
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		Pendukung :					
		1. Knowles. 1979. The Modern Practice of Adult Education Pedagogy vs Andragogy. Newyork: Cambridge The Adult Education.					
Dosen Pengampu		MARIA VERONIKA ROESMININGSIH Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. Dr. Widodo, M.Pd. Dr. Heryanto Susilo, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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	Students are able to understand the nature and objectives of Adult Education	1.3. Mahasiswa mampu mendeskripsikan tujuan POD 2.1. Students are able to describe the orientation of the lecture material 2. Students are able to describe the nature of POD 3. Students are able to describe the purpose of POD	Kriteria: Students pass if they are able to do 90% of the questions. Bentuk Penilaian : Aktifitas Partisipasif	Lectures/Q&A, discussions and assignments to find recommended source books 3 X 50	Lectures/Q&A, discussions and assignments to find recommended source books 3 X 50	Materi: the nature and objectives of Adult Education Pustaka: <i>Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika.</i> Materi: the nature and objectives of Adult Education Pustaka: <i>Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.</i>	3%
2	Students are able to understand the meaning of adulthood and learning, as well as distinguish between pedagogy and andragogy	1. Students are able to describe the meaning of adulthood 2. Students are able to describe the meaning of learning 3. Students are able to describe the development of human dimensions 4. Students are able to describe the difference between pedagogy and andragogy	Kriteria: Mahasiswa berhasil apabila dapat menjelaskan pemikiran tokoh tentang manajemen. Bentuk Penilaian : Aktifitas Partisipasif	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	Materi: understanding adulthood and learning, as well as distinguishing pedagogy and andragogy Pustaka: <i>Zainudin Arif. 1984. Andragogi. Bandung: Angkasa.</i> Materi: understanding adulthood and learning, as well as distinguishing pedagogy and andragogy Pustaka: <i>Ishak Abdulhak. 1995. Metodologi Pembelajaran Pada Pendidikan Orang Dewasa. Bandung: Cipta Intelektual.</i>	3%

3	Students are able to understand and apply assumptions about adult learning and teaching and in implementing the POD program	<p>1.1. Students are able to describe assumptions about adults and the implications of assumptions in implementing the POD program 2. Students are able to describe several assumptions about adult learning and teaching</p> <p>2.1. Students are able to describe assumptions about adults and the implications of assumptions in implementing the POD program 2. Students are able to describe several assumptions about adult learning and teaching</p>	<p>Kriteria: Students graduate if they can compose, name and explain 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	<p>Materi: asumsi asumsi tentang belajar dan mengajar orang dewasa dan dalam pelaksanaan program POD Pustaka: <i>Zainudin Arif, DR., 1984, Andragogi, Bandung, Penerbit Angkasa.</i></p> <hr/> <p>Materi: assumptions about adult learning and teaching and in the implementation of POD programs Pustaka: <i>Zainudin Arif. 1984. Andragogi. Bandung: Angkasa.</i></p>	3%
4	Students are able to apply several learning theories in POD and internalize effective adult learning	1. Students are able to describe several learning theories 2. Students are able to describe various systems 3. Students are able to describe the effectiveness of adult learning	<p>Kriteria: Students pass if they give an answer of 80%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	<p>Materi: Learning theory in adult education Pustaka: <i>Ishak Abdulhak. 1995. Metodologi Pembelajaran Pada Pendidikan Orang Dewasa. Bandung: Cipta Intelektual.</i></p> <hr/> <p>Materi: Learning theory in adult education Pustaka: <i>Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.</i></p>	3%

5	Students are able to understand the principles of adult learning	Students are able to describe the principles of teaching adults	<p>Kriteria: Students pass if they are able to give 80% correct.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	<p>Materi: prinsip-prinsip membelajarkan orang dewasa Pustaka: <i>Ishak Abdulhak, Dr., 1995, Metodologi Pembelajaran Pada Pendidikan Orang Dewasa, Bandung, Penerbit Cipta Intelektual.</i></p> <p>Materi: principles of adult learning Pustaka: <i>Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika.</i></p> <p>Materi: principles of adult learning Pustaka: <i>Ishak Abdulhak. 1995. Metodologi Pembelajaran Pada Pendidikan Orang Dewasa. Bandung: Cipta Intelektual.</i></p>	3%
6	Students are able to apply learning based on needs and participatory learning	1. Students are able to describe learning based on needs 2. Students are able to describe participatory learning	<p>Kriteria: Students graduate if they are able to answer questions 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	<p>Materi: kebutuhan dan belajar partisipatif Pustaka: <i>Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.</i></p> <p>Materi: kebutuhan dan belajar partisipatif Pustaka: <i>Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.</i></p> <p>Materi: needs and participatory learning Pustaka: <i>Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.</i></p> <p>Materi: needs and participatory learning Pustaka: <i>Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.</i></p>	4%

7	Students are able to understand the organization of adult education programs and apply approaches in adult education	1. Students are able to describe the POD Program Organisation 2. Students are able to describe the approach in POD	Kriteria: students are able to complete 80% of the assignment Bentuk Penilaian : Aktifitas Partisipatif	group presentation 3 X 50	group presentation 3 X 50	Materi: organizing POD programs and implementing approaches in POD Pustaka: <i>Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.</i>	4%
8	Students are able to understand the organization of adult education programs and apply approaches in adult education	1. Students are able to describe the POD Program Organisation 2. Students are able to describe the POD Approach	Kriteria: Students graduate if they can answer questions 80% correctly. Bentuk Penilaian : Tes	written midterm exam 3 X 50	online midterm exam 3 X 50	Materi: pengorganisasian program Pendidikan orang dewasa dan menerapkan pendekatan dalam pendidikan orang dewasa Pustaka: <i>Ishak Abdulhak, Dr., 1995, Metodologi Pembelajaran Pada Pendidikan Orang Dewasa, Bandung, Penerbit Cipta Intelektual.</i> Materi: organizing adult education programs and implementing approaches in adult education Pustaka: <i>Ishak Abdulhak. 1995. Metodologi Pembelajaran Pada Pendidikan Orang Dewasa. Bandung: Cipta Intelektual.</i>	20%
9	Students are able to apply adult learning methods and media	1. Students are able to describe the POD Method 2. Students are able to describe adult learning interaction tools/media	Kriteria: Students graduate if they can answer questions 80% correctly. Bentuk Penilaian : Aktifitas Partisipatif	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 x 50	Materi: Adult learning methods and media Pustaka: <i>Zainudin Arif. 1984. Andragogi. Bandung: Angkasa.</i>	3%
10	Students are able to implement Adult Education program evaluations	Students are able to describe the POD program evaluation	Kriteria: Students graduate if they can compose, name and explain 80% correctly. Bentuk Penilaian : Aktifitas Partisipatif	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	Materi: evaluation of Adult Education programs Pustaka: <i>Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.</i>	3%
11	Students are able to understand the Learning Event Unit	Students are able to describe the Learning Event Unit	Kriteria: Students pass if they give an answer of 80%. Bentuk Penilaian : Aktifitas Partisipatif	Individual Assignment 3 X 50	Individual Assignment	Materi: Learning Event Unit Pustaka: <i>Zainudin Arif. 1984. Andragogi. Bandung: Angkasa.</i>	5%

12	Students are able to understand the Learning Event Unit	Students are able to describe the Learning Event Unit	Kriteria: Students pass if they give an answer of 80%. Bentuk Penilaian : Aktifitas Partisipasif	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer 3 X 50	Materi: Learning Event Unit Pustaka: <i>Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika.</i>	4%
13	Students are able to present Learning Event Units	Students are able to present individual assignments regarding Learning Event units	Kriteria: Students pass if they give an answer of 80%. Bentuk Penilaian : Aktifitas Partisipasif	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer 3 X 50	Materi: Satuan Acara Pembelajaran Pustaka: <i>Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.</i> Materi: Learning Event Unit Pustaka: <i>Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.</i>	4%
14	Students are able to present Learning Event Units	Students are able to present individual assignments regarding Learning Event units	Kriteria: Students pass if they give an answer of 80%. Bentuk Penilaian : Aktifitas Partisipasif	Presentation, Discussion, Question and answer 3 X 50	Presentasikan, Diskusi, Tanya jawab 3 X 50	Materi: Learning Event Unit Pustaka: <i>Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.</i>	4%
15	Students are able to present Learning Event Units	Students are able to present individual assignments regarding Learning Event units	Kriteria: Students pass if they give an answer of 80%. Bentuk Penilaian : Aktifitas Partisipasif	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer 3 X 50	Materi: learning event unit Pustaka: <i>Ishak Abdulhak. 1995. Metodologi Pembelajaran Pada Pendidikan Orang Dewasa. Bandung: Cipta Intelektual.</i>	4%
16	Students are able to comprehensively understand the science of adult education		Kriteria: 75% understand material 1-15 Bentuk Penilaian : Tes	written final semester exam 3 x 50	online final semester exam 3 x 50	Materi: Introduction to Adult Education Pustaka: <i>Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika.</i>	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Tes	50%
		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.

RPS ini telah divalidasi pada tanggal 2 Desember 2024

Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
NIDN 0005048107

UPM Program Studi S1
Pendidikan Luar Sekolah



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