



**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																																																																																																		
Identifikasi Kebutuhan dan Sumber Belajar	8620503050	Mata Kuliah Wajib Program Studi	T=3 P=0 ECTS=4.77	1	1 Agustus 2024																																																																																																		
OTORISASI	Pengembang RPS		Koordinator RMK	Koordinator Program Studi																																																																																																			
	Dr. Ali Yusuf, S.Ag., M.Pd. ; Dr. I Ketut Atmaja Johny Artha, M.Kes.		Dr. I Ketut Atmaja Johny Artha, M.Kes.	Rivo Nugroho, S.Pd., M.Pd.																																																																																																			
Model Pembelajaran	Project Based Learning																																																																																																						
Capaian Pembelajaran (CP)	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																						
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																					
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																					
	CPL-6	Menguasai teknik pemberdayaan masyarakat untuk merencanakan dan menerapkannya pada program pendidikan non-formal																																																																																																					
	CPL-7	Menguasai proses perencanaan, pelaksanaan dan mengevaluasi program pendidikan nonformal																																																																																																					
	CPL-8	Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat																																																																																																					
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																						
	CPMK - 1	Memahami dan menguasai teori dan konsep tentang identifikasi Kebutuhan dan Sumber Belajar pada program Pendidikan Nonformal secara lengkap dan kontekstual sebagai aktualisasi dari prinsip-prinsip pembelajaran sepanjang hayat yang inovatif, kreatif, dan berkualitas.																																																																																																					
	CPMK - 2	Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah melalui pengembangan pengetahuan Pendidikan Nonformal berdasarkan hasil analisis informasi dan data.																																																																																																					
	CPMK - 3	Menguasai konsep dan prosedur pengembangan masyarakat melalui pendekatan pendidikan nonformal yang kritis, kreatif, kolaboratif, komunikatif, melek teknologi informasi (TI), serta berintegritas dan berkarakter.																																																																																																					
	CPMK - 4	Mampu mengelola program Pendidikan Nonformal yang berlandaskan ketaqwaan, kemandirian, dan kewirausahaan sosial.a																																																																																																					
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Deskripsi Singkat MK	This course provides an understanding of the concepts, techniques and methods of identifying learning needs and resources for individuals, institutions and communities, as well as their utilization for planning non-formal education programs in the community. Lectures are conducted by providing explanations, discussions, assignments and practicums. the success indicators of this course are that students are able to identify and map community learning needs according to the potential of the community, then students are able to develop appropriate non-formal education programs. Identification of community learning needs is a process to reveal and understand what is needed by the community in terms of knowledge, skills, or information so that they can develop and adapt in their social, economic, and cultural environment. the steps in identifying community learning needs are Direct Observation, Surveys and Interviews, Focus Group Discussions, Social and Economic Data Analysis, Involving Local Stakeholders, Skill Gap Analysis, Community Participation, Identification of Access and Barriers. Students are trained to carry out these stages to make it easier for them to develop community programs that suit their needs. The learning assessment method is done by participatory as well as test.																																																																																																						
Pustaka	Utama :																																																																																																						

1. I Ketut Atmaja dkk. 2020. Identifikasi kebutuhan dan sumber belajar pendidikan non formal dan informal. CV Beta Aksara
2. Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.
3. Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.
4. Maslow, A. 1954. Motivation and personality. New York: Harper & Row.
5. Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.
6. Need Assessment And Holistic Planning [http://www.ascd.org/ASCD/pdf/journals/ed\\_lead/el\\_198105\\_kaufman.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198105_kaufman.pdf)

**Pendukung :**

**Dosen Pengampu** Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes.  
Widya Nusantara, S.Pd., M.Pd.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk 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 can understand some theoretical views on learning needs	Students are able to describe the theory of basic needs, classify the taxonomy of needs (human needs in general and learning needs)	<b>Kriteria:</b> Students pass if they can answer multiple choice questions correctly by 75%.  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif	Lecture / Questions and assignments 3 X 50	Lecture / Questions and assignments 3 X 50	<b>Materi:</b> theory of human needs <b>Pustaka:</b> I Ketut Atmaja dkk. 2020. Identifikasi kebutuhan dan sumber belajar pendidikan non formal dan informal. CV Beta Aksara	3%
2	Students are able to classify the concept of wants and the concept of needs	Students are able to describe the foundation and aspects of basic needs	<b>Kriteria:</b> Students pass if they can name and explain aspects of basic needs.  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Lecture and Q&A 3 X 50	Lecture and Q&A 3 X 50	<b>Materi:</b> concept of wants and concept of needs <b>Pustaka:</b> Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.	3%
3	Students can understand some basic views and aspects of PNF learning needs identification.	Students are able to identify needs, priorities, and learning objectives, describe the meaning of learning needs analysis, explain the importance of analyzing PNF learning needs and resources.	<b>Kriteria:</b> Students are declared to have passed if they can provide answers regarding the identification of needs and objectives of learning needs analysis orally reaching 75%.  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	1. 1. lecture 2. discussion Q&A 3 X 50	1. 1. lecture 2. discussion Q&A	<b>Materi:</b> identification of needs and objectives of learning needs analysis verbally reached 75%. <b>Pustaka:</b> Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.	3%
4	Students are able to describe the benefits of identifying community learning needs	Students are able to describe the theory of basic needs, Taxonomy of needs (human needs in general and learning needs)	<b>Kriteria:</b> Students are able to describe the theory of basic needs, Taxonomy of needs (human needs in general and learning needs)  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	1. Lecture 2. Q&A 3 X 50	1. Lecture 2. Q&A 3 X 50	<b>Materi:</b> benefits of identifying community learning needs <b>Pustaka:</b> Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.	3%
5	Students are able to categorize learning resources and targets of learning programs in the community	Students are able to describe the meaning of needs analysis, explain the importance of conducting needs analysis and PNF learning resources, identify needs, priorities, and objectives;	<b>Kriteria:</b> 1. Students pass if they can provide answers about analyzing PNF learning needs and resources. 2. oral reached 75%.  <b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	1. Lecture - 2. Q&A 3 X 50	1. Lecture - 2. Q&A 3 X 50	<b>Materi:</b> learning needs and resources analysis <b>Pustaka:</b> Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.	3%

6	Students are able to design basic techniques for identifying community learning needs	Students are able to formulate missions, functions and tasks in a PLS unit program, design social analysis and identify social problems.	<p><b>Kriteria:</b> Students pass if they are able to provide answers about t being able to design social analysis and identification of oral social problems reaches 75%.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	1. Lecture 2. Q&A 3. Discussion 3 X 50	1. Lecture 2. Q&A 3. Discussion 3 X 50	<p><b>Materi:</b> social analysis and problem identification</p> <p><b>Pustaka:</b> <i>Need Assessment And Holistic Planning</i> <a href="http://www.ascd.org/">http://www.ascd.org/...</a></p>	3%
7	Students are able to design advanced techniques for identifying community learning needs	Students are able to formulate missions, functions and tasks in a PLS unit program, design social analysis and identify social problems.	<p><b>Kriteria:</b> Students pass if they can provide answers about formulating missions, functions and tasks in a PLS unit program can explain the design of social analysis and identification of social problems orally reaches 75%.</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	1. Lecture 2. Q&A 3. Discussion 3 X 50	1. Lecture 2. Q&A 3. Discussion 3 X 50	<p><b>Materi:</b> teknik tingkat lanjut identifikasi kebutuhan belajar masyarakat</p> <p><b>Pustaka:</b> <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i></p> <hr/> <p><b>Materi:</b> advanced techniques for identifying community learning needs</p> <p><b>Pustaka:</b> <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i></p>	4%
8	midterm exam	students are able to understand all the material from meeting 1 to 7.	<p><b>Kriteria:</b> students are able to understand the material 75%</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk, Tes</p>	written test 3 X 50	online exam 3 X 50	<p><b>Materi:</b> partisipasi masyarakat dalam belajar</p> <p><b>Pustaka:</b> <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i></p> <hr/> <p><b>Materi:</b> community participation in learning</p> <p><b>Pustaka:</b> <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i></p>	20%
9	Students are able to implement the steps of identifying and preparing basic instruments	Students are able to compile instruments for identifying community learning needs using interview and observation techniques	<p><b>Kriteria:</b> Students pass if they organize instrument guidelines</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	1. Lecture 2. Question and answer 3. Discussion 3 X 50	1. Lecture 2. Question and answer 3. Discussion 3 x 50	<p><b>Materi:</b> pedoman instrumen</p> <p><b>Pustaka:</b> <i>Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i></p> <hr/> <p><b>Materi:</b> instrument guidelines</p> <p><b>Pustaka:</b> <i>Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i></p>	4%

10	Students are able to apply PNF learning needs measurement techniques with the PRA/ZOOP approach	Students are able to classify several PNF learning needs measurement techniques, able to operate several PNF learning needs measurement techniques	<b>Kriteria:</b> Students pass if they can provide answers to operate several PNF learning needs measurement techniques orally reaching 75%.	1. Lecture 2. Q&A 3. Discussion 3 X 50	1. Lecture 2. Q&A 3. Discussion 3 x 50	<b>Materi:</b> operate several PNF learning needs measurement techniques <b>Pustaka:</b> <i>I Ketut Atmaja dkk. 2020. Identifikasi kebutuhan dan sumber belajar pendidikan non formal dan informal. CV Beta Aksara</i>	4%
11	Apply PNF learning needs measurement method with FGD approach	Students are able to operate several PNF learning needs measurement techniques	<b>Kriteria:</b> Students pass if they can provide cognition answers classifying several oral PNF learning needs measurement techniques reaching 75%.	1. Lecture 2. Q&A 3. Discussion 3 X 50	1. Lecture 2. Q&A 3. Discussion	<b>Materi:</b> evaluation criteria <b>Pustaka:</b> <i>Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i>	4%
12	Students are able to prepare needs identification instruments	Students are able to assess several techniques for measuring learning needs in accordance with the existing PLS unit program, and are able to compare several techniques for measuring learning needs.	<b>Kriteria:</b> Students pass if they can provide answers using several techniques for measuring PNF learning needs orally reaching 75%.  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	1. Lecture 2. Question and Answer 3. Discussion 3 X 50	1. Lecture 2. Question and Answer 3. Discussion 3 x 50	<b>Materi:</b> needs identification instrument <b>Pustaka:</b> <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i>	4%
13	Students can classify the basic procedures for identifying learning needs in society	Students are able to assess several techniques for measuring learning needs in accordance with the existing PLS unit program, and are able to compare several techniques for measuring learning needs.	<b>Kriteria:</b> Students pass if they can answer multiple choice questions correctly reaching 75%.	1. Lecture 2. Question and Answer 3. Discussion 3 X 50	1. Lecture 2. Question and Answer 3. Discussion 3 x 50	<b>Materi:</b> identification of learning needs in society <b>Pustaka:</b> <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i>	4%
14	Students can test identification instruments on potential learning program targets	Students can prepare learning plans for the PLS unit program according to the results of the analysis of PNF learning needs and resources, and can report the results of learning planning for the PLS unit program according to the results of the analysis of PLS learning needs and resources.	<b>Kriteria:</b> Students can prepare learning plans for the PLS unit program according to the results of the analysis of PNF learning needs and resources, and can report the results of learning planning for the PLS unit program according to the results of the analysis of PLS learning needs and resources.	1. Lecture 2. Question and Answer 3. Discussion 3 X 50	1. Lecture 2. Question and Answer 3. Discussion 3 x 50	<b>Materi:</b> identification instrument for potential learning program targets <b>Pustaka:</b> <i>Need Assessment And Holistic Planning <a href="http://www.ascd.org/">http://www.ascd.org/...</a></i>	4%

15	Students can prepare reports on the results of identifying learning needs systematically and in accordance with data and facts in the field	Students can prepare learning plans for the PLS unit program in accordance with the results of the analysis of PNF learning needs and resources, and can report the results of learning planning for the PLS unit program in accordance with the results of the analysis of PLS learning needs and resources.	<b>Kriteria:</b> Students can prepare learning plans for the PLS unit program in accordance with the results of the analysis of PNF learning needs and resources, and can report the results of learning planning for the PLS unit program in accordance with the results of the analysis of PLS learning needs and resources.	1. Lecture 2. Question and Answer 3. Discussion 3 X 50	1. Lecture 2. Question and Answer 3. Discussion 3 x 50	<b>Materi:</b> learning planning <b>Pustaka:</b> <i>Need Assessment And Holistic Planning</i> <a href="http://www.ascd.org/">http://www.ascd.org/...</a>	4%
16	Final exams	Student understanding	<b>Kriteria:</b> Students are able to answer questions appropriately and able to develop answers creatively and contextually  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	final semester oral exam 3 x 50	final semester oral exam 3 x 50	<b>Materi:</b> non-formal learning design and its identification <b>Pustaka:</b> <i>Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i>	30%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	14.5%
2.	Penilaian Hasil Project / Penilaian Produk	55.5%
3.	Tes	10%
		80%

#### Catatan

- 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.
- 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.
- 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.
- 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.
- 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 17 Mei 2024

Koordinator Program Studi S1  
Pendidikan Luar Sekolah



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

**UPM** Program Studi S1  
Pendidikan Luar Sekolah



Widya Nusantara, S.Pd., M.Pd.  
NIDN 0018038703

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