



**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																																																																																																															
Manajemen Pendidikan Non Formal	8620503088	Mata Kuliah Wajib Program Studi	T=3 P=0 ECTS=4.77	4	2 September 2023																																																																																																															
OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi																																																																																																																	
	Dr. Widodo, M.Pd. ; Dr. Shobri Firman Susanto, M.Pd	Dr. Widodo, M.Pd.	Rivo Nugroho, S.Pd., M.Pd.																																																																																																																	
Model Pembelajaran	Case Study																																																																																																																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																																			
	CPL-5	Menguasai konsep dasar pendidikan luar sekolah untuk dapat mengelola program-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																																																																																																																		
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																																			
	CPMK - 1	Understand and master theories and concepts about managing non-formal education field laboratories (lab sites) as a whole and contextually as an actualization of the principles of innovative, creative, and quality lifelong learning.																																																																																																																		
	CPMK - 2	Able to make appropriate decisions in the context of problem solving through the scientific development of Nonformal Education based on the results of information and data analysis.																																																																																																																		
	CPMK - 3	Mastering the concepts and procedures of community development through the Nonformal Education approach critically, creatively, cooperatively, communicatively, literate in information technology (IT), and have integrity and character.																																																																																																																		
	CPMK - 4	Able to manage Nonformal Education programs based on devotion, independence, and social entrepreneurship.																																																																																																																		
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Deskripsi Singkat MK	This course provides understanding and abilities about theories, concepts, meanings, history, figures and their thoughts, management functions, as well as their implementation in Non-Formal and Informal Education programs through explanations, discussions and presentations. Lectures are carried out with material presentations, discussions and assignments. The indicator for this course is the student's ability to carry out management stages starting from planning, implementation, monitoring, to evaluation in its implementation in non-formal education programs. The Non-formal Education Management (NFE) course discusses management concepts, principles and practices applied in non-formal education, such as course institutions, community learning activity centers (PKBM), and skills training programs outside formal education (schools and universities).																																																																																																																			

Pustaka	Utama :	1. Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production. 2. TIM. 2012. Pedoman Pelaksanaan Pengelolaan Laboaratorium Site. Surabaya: Unipress.					
	Pendukung :						
Dosen Pengampu	Dr. Ali Yusuf, S.Ag., M.Pd. Dr. Widodo, M.Pd. Rivo Nugroho, S.Pd., M.Pd. Dr. Rofik Jalal Rosyanafi, M.Pd.						
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	Students understand the principles, concepts, meanings, management overview, thinking about management.	Students are able to: define the meaning of PNF management, explain the historical process of management, explain the review of PNF management.	Kriteria: Students graduate if they are able to do 90% of the questions. Bentuk Penilaian : Aktifitas Partisipasif	Presentation of material in a dialogical manner. 3 X 50	Students listened to the lecturer's description and then summarized the material presented by the lecturer. 3x50	Materi: 1. Management Development. 2. Administration, management, leadership, humanitarian relations, and organization Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i>	7%
2	Students understand the principles, concepts, meanings, management overview, thinking about management.	Students are able to: define the meaning of PNF management, explain the historical process of management, explain the review of PNF management.	Kriteria: Students graduate if they are able to do 90% of the questions. Bentuk Penilaian : Aktifitas Partisipasif	Presentation of material in a dialogical manner. 3 X 50	Students listened to the lecturer's description and then summarized the material presented by the lecturer. 3x50	Materi: 1. Management Development. 2. Administration, management, leadership, humanitarian relations, and organization Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i>	7%

3	Students understand the functions of PNF management; planning of PNF programs, principles, stages of preparing plans.	<p>1. Students are able; determine the objectives of the PNF program, explain the stages in program planning, explain the principles of planning,</p> <p>2.1. Students are able to describe the definition of non-formal education. 2. Students are able to describe the main objectives and functions of PNF 3. Students are able to delineate the management and implementation of non-formal education.</p>	<p>Kriteria: Students graduate if they can compose, mention and explain 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio. 3 X 50	Students make presentations made by the group in charge. 3 x 50	<p>Materi: fungsi pengelolaan PNF; perencanaan program PNF, prinsip, tahapan penyusunan rencana.</p> <p>Pustaka: TIM. 2012. <i>Pedoman Pelaksanaan Pengelolaan Laboaratorium Site. Surabaya: Unipress.</i></p> <hr/> <p>Materi: PNF management function; PNF program planning, principles, stages of plan preparation.</p> <p>Pustaka: TIM. 2012. <i>Pedoman Pelaksanaan Pengelolaan Laboaratorium Site. Surabaya: Unipress.</i></p>	7%
4	Students are able to understand how to implement the development of non-formal education.	Students are able to describe non-formal education programs and units.	<p>Kriteria: Students graduate if they can compose, mention and explain 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio. 3 X 50	Student presentations made by each group. 4x 50	<p>Materi: Manage Non-Formal Education</p> <p>Pustaka: TIM. 2012. <i>Pedoman Pelaksanaan Pengelolaan Laboaratorium Site. Surabaya: Unipress.</i></p>	7%
5	Students are able to understand the meaning of planning.	Students are able to describe non-formal education programs and units.	<p>Kriteria: Students graduate if they can compose, mention and explain 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio. 3 X 50	Student presentations made by each group. 3 x 50	<p>Materi: 1. Definition of planning 2. Functions and characteristics of planning 3. Classification of types of planning</p> <p>Pustaka: Sudjana. 2004. <i>Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	6%

6	Students are able to understand the meaning of planning.	<ol style="list-style-type: none"> 1. Students are able to describe non-formal education programs and units. 2. Students are able to describe what planning must be done in the out-of-school education unit. 	<p>Kriteria: Students graduate if they can compose, mention and explain 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio. 3 X 50	Student presentations made by each group. 4x 50	<p>Materi: Example of out-of-school education unit on a micro scale.</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	7%
7	Students are able to understand the meaning of planning.	<ol style="list-style-type: none"> 1. Students are able to describe the meaning of organizing 2. Students are able to describe the nature of the organization 3. Students are able to describe the principles of organizing 4. Students are able to describe the forms of organization. 	<p>Kriteria: Students graduate if they can compose, mention and explain 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio. 3X 50	Student presentations made by each group. 3 x 50	<p>Materi: Example of out-of-school education unit on a micro scale.</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	5%
8	<ol style="list-style-type: none"> 1. Students understand leadership and motivation in driving the PNF program. 2. Students are able to understand the application of cyanese organizing in non-formal education units. 	<ol style="list-style-type: none"> 1. Students are able; explain the implementation of the program, mobilize people, mention the types of motivation in the implementation of the PNF program. 2. Students are able to explain the principles of organizing in a unit. Students are able to explain the principles of organizing in a PNF unit.n PNF 	<p>Kriteria: Students graduate if they are able to give 80% correct.</p> <p>Bentuk Penilaian : Praktik / Unjuk Kerja, Tes</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio. 3 X 50	Student Presentation by the Group in Charge. 3x50	<p>Materi: 1. Organizing concepts 2. Non-formal education units</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	10%
9	<ol style="list-style-type: none"> 1. Students understand PNF leadership, models, leadership characteristics in the PNF program. 2. Students understand the material from meetings 1 to 8 	Students are able to answer and carry out the tasks given, including: 1. What PNF organizational units have you observed? 2. Describe planning theory and organizing theory based on existing literature and indicate the book and author. (I will share examples of books that can be used as references here, but you may use examples of other books if available.) 3. Based on the	<p>Kriteria: Students graduate if they are able to answer questions 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	students do assignments 3 X 50	students do assignments 3 X 50	<p>Materi: 1. What PNF organizational units have you observed? 2. Describe planning theory and organizing theory based on existing literature and indicate the book and author. (I will share examples of books and can be used as references here, but you</p>	2%

		<p>theory that you have referred to, describe the problems that exist in the planning field and what you think arise in the unit. PNF organization that you observe. (remember that the problems that arise must be adjusted to the planning theory that you have referred to) 4. Give theoretical solutions (based on existing planning theory) 4. Based on the theory that you have referred to, describe the problems that exist in any field of organizing that you think arises in the PNF organizational unit that you observe (remember that the problems that arise must be adjusted to the organizing theory that you have referred to) 5. Also provide theoretical solutions (based on existing organizing theories)</p>				<p>may use other book examples if available.) 3. Based on the theory you have referred to, describe the problems in the planning field which you think arise in the unit. PNF organization that you observe. (remember that the problems that arise must be adjusted to the planning theory that you have referred to) 4. Give theoretical solutions (based on existing planning theory) 4. Based on the theory that you have referred to, describe the problems that exist in any field of organizing that you think arises in the PNF organizational unit that you observe (remember that the problems that arise must be adjusted to the organizing theory that you have referred to) 5. Also provide theoretical solutions (based on existing organizing theories)</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	
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10	<p>1. Students understand the function of program supervision, methods, parties who supervise the PNF program.</p> <p>2. Students are able to understand the meaning of movement.</p>	<p>1. Students are able to describe the meaning of movement. 2. Students are able to describe the type, function and purpose of movement. 3. Students are able to describe the aspects being driven 4. Students are able to describe the mobilization approach 5. Students are able to describe the mobilization steps</p>	<p>Kriteria: Students graduate if they can answer questions 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja</p>	<p>Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 X 50</p>	<p>Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 4x50</p>	<p>Materi: Definition, types, functions and objectives, driven aspects, approaches and driving steps</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	5%
11	<p>1. Students are able to understand the meaning of movement.</p> <p>2. Students are able to understand the application of mobilization in non-formal education units.</p>	<p>1. Students are able to explain the driving principles of non-formal education units.</p>	<p>Kriteria: Students graduate if they can answer questions 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja</p>	<p>Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 X 50</p>	<p>Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 x50</p>	<p>Materi: Application of any approaches used in non-formal education</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	4%

12	Students are able to understand coaching in educational management	<p>1. Students are able to describe the concept of the meaning of coaching. 2. Students are able to describe the scope of coaching 3. Students are able to describe the coaching approach 4. Students are able to describe coaching procedures 5. Students are able to describe monitoring and reporting.</p>	<p>Kriteria: Students graduate if they can answer questions 80% correctly.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja</p>	Material presentation by students, questions and answers, material exploration by lecturers, portfolio 3 X 50	Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 x50	<p>Materi: Learning material about the meaning of assessment, objectives, aspects of the program being assessed, assessment methods, data collection techniques</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p> <hr/> <p>Materi: Coaching concept, scope, approach, procedures, monitoring and reporting.</p> <p>Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i></p>	4%
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13	Students are able to understand coaching in non-formal education units	1. Students are able to explain the principles of coaching in their application to non-formal education units.	Kriteria: Students graduate if they can answer questions 80% correctly. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 X 50	Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 x50	Materi: Meaning of coaching, scope, approach, monitoring and reporting procedures. Pustaka: <i>Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition . USA: Prentice Hall</i> Materi: Meaning of coaching, scope, approach, monitoring and reporting procedures Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i>	3%
14	Students are able to understand assessment in educational management and its application in non-formal education units	1. Students are able to describe the objectives of the assessment 2. Students are able to describe the aspects of the program being assessed 3. Students are able to understand assessment methods 4. Students are able to describe data collection techniques 5. Students are able to describe categories of assessment approaches	Kriteria: Students graduate if they can answer questions 80% correctly. Bentuk Penilaian : Aktifitas Partisipatif	Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 X 50	vPresentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3x50	Materi: Meaning of coaching, scope, approach, monitoring and reporting procedures. Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i>	6%
15	Students understand the Total Quality Management (TQM) MODEL.	Capable students; explains the definition of TQM in education, the importance of TQM in the PNF program	Kriteria: Students graduate if they can answer questions 80% correctly. Bentuk Penilaian : Aktifitas Partisipatif	Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 X 50	Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 X 50	Materi: Meaning of coaching, scope, approach, monitoring and reporting procedures Pustaka: <i>Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.</i>	5%

16	Students understand the management of the PNF program (END SEMESTER EXAMINATION)	all material	Kriteria: all material passed 80% Bentuk Penilaian : Tes	written test 3 X 50	online test 3 X 50	Materi: material 1-15 Pustaka: TIM. 2012. <i>Pedoman Pelaksanaan Pengelolaan Laboratorium Site. Surabaya: Unipress.</i>	15%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Penilaian Portofolio	10%
3.	Praktik / Unjuk Kerja	20%
4.	Tes	20%
		100%

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.
- 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.
- 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 2 Maret 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

VALID