



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																																																																																																															
Pendidikan Sepanjang Hayat	8620502128	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	1	1 Juli 2024																																																																																																															
OTORISASI	Pengembang RPS		Koordinator RMK	Koordinator Program Studi																																																																																																																
	Heryanto Susilo, S.Pd., M.Pd ; Desika Putri Mardiani, M.Pd		Heryanto Susilo, S.Pd., M.Pd	Rivo Nugroho, S.Pd., M.Pd.																																																																																																																
Model Pembelajaran	Case Study																																																																																																																			
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																																			
	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-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	Memahami dan menguasai teori dan konsep tentang pendidikan sepanjang hayat dalam program Pendidikan Nonformal secara lengkap dan kontekstual sebagai aktualisasi prinsip-prinsip belajar sepanjang hayat yang inovatif, kreatif, dan berkualitas																																																																																																																		
	CPMK - 2	Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah dengan mengembangkan 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.																																																																																																																		
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Deskripsi Singkat MK	This course provides an understanding of the history, understanding, concept of lifelong learning, thoughts of world figures and the implementation of lifelong learning in lifelong education through explanation, discussion, presentation. In addition, an understanding is given of the quality indicators of lifelong education, how lifelong education forms in concrete daily life. Students are directed to realize the learning process that occurs throughout their lives, that everyone always learns through situations, experiences, feelings, and opportunities. Learning activities are carried out by lectures, individual and group assignments, observation and mini research. The output of this learning is in the form of papers, powerpoints and learning modules. Learning assessment is done by exams (midterm and end of semester) and participation.																																																																																																																			
Pustaka	Utama :																																																																																																																			

1. Slamet Santoso .2010. Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri
2. Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press
3. Longworth, Norman and Davies,W.Keith.Lifelong learning :Learning london.Kogan Page.
4. Jarvis, Peter .2007. Globalisation, lifelong learning and the learning society : Sociological perspective.London and New York:Routledge. 2007.
5. Sudjana D .2006. Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution
6. Rogers A .2005. Non Formal Education, New York Klower Akademik Publisher
7. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003

Pendukung :

Dosen Pengampu

Dr. Heryanto Susilo, S.Pd., M.Pd.
Desika Putri Mardiani, 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 background and concept of lifelong education	1. Students are able to describe the historical background of lifelong education. 2. Students are able to describe the concept of lifelong education	Kriteria: Students graduate if they can answer multiple choice questions correctly up to 75%. Bentuk Penilaian : Aktifitas Partisipasif	- Orientation and exposition by lecturer - Lecture 2 X 50	Lecture - question and answer 2 x 50	Materi: Definition of lifelong education Pustaka: <i>Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press</i>	3%
2	Students are able to understand the definition and principles of lifelong education	1.1. Students are able to describe the definition of lifelong education 2.2. Students are able to describe the principles of lifelong education	Kriteria: Students graduate if they can provide answers to the authenticity of lifelong education, describing the key elements of lifelong education, reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	- Lectures - Questions and Answers 2 X 50	- Lectures - Questions and Answers 2 x 50	Materi: Definition of Lifelong Education Pustaka: <i>Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press</i> Materi: Examples of lifelong education activities in everyday life Pustaka: <i>Longworth, Norman and Davies, W.Keith.Lifelong learning :Learning london.Kogan Page.</i>	3%
3	Students are able to understand the authenticity and key elements of lifelong education	1.1. Students are able to describe the definition of lifelong education. 2.2. Students are able to describe the key elements of lifelong education	Kriteria: Students graduate if they can provide answers to the authenticity of lifelong education, describing the key elements of lifelong education, reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	- Lecture - Question and answer 2 X 50	Power point presentation; question and answer 2 x 50	Materi: sejarah perkembangan pendidikan sepanjang hayat Pustaka: <i>Sudjana D .2006. Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution</i> Materi: history of the development of lifelong education Pustaka: <i>Sudjana D .2006. Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution</i>	3%

4	<p>1. Students are able to understand the meaning and essence of lifelong education</p> <p>2. Students are able to describe lifelong educational activities that are beneficial to them and influence their spiritual experience</p>	Students are able to describe the meaning and essence of lifelong education	<p>Kriteria: Students graduate if they can provide answers about the meaning and nature of lifelong education reaching 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	1. Lecture 2. Question and answer 2 X 50	Online presentation of material - Games 2 x 50	<p>Materi: Foundations of thinking and implementation of lifelong education</p> <p>Pustaka: <i>Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press</i></p>	3%
5	Students are able to understand the overview of lifelong educational needs	Students are able to describe an overview of lifelong educational needs	<p>Kriteria: Students graduate if they can provide answers to a review of their lifelong education needs orally reaching 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	1. Lecture 2. Question and answer 2 X 50	Presentation of material in power point - quiz 2 x 50	<p>Materi: Tinjauan Pendidikan Sepanjang Hayat</p> <p>Pustaka: <i>Longworth, Norman and Davies, W. Keith. Lifelong learning .Learning london. Kogan Page.</i></p> <hr/> <p>Materi: Lifelong Education Review</p> <p>Pustaka: <i>Longworth, Norman and Davies, W. Keith. Lifelong learning .Learning london. Kogan Page.</i></p>	3%
6	Mahasiswa mampu memahami tentang implikasi azas pendidikan seumur hidup	Mahasiswa mampu mendeskripsikan tentang implikasi azas pendidikan seumur hidup	<p>Kriteria: Mahasiswa lulus apabila dapat memberikan jawaban tentang implikasi azas pendidikan seumur hidup secara lisan mencapai 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	1. Ceramah 2. Tanya jawab 3. presentasi kelompok 2 X 50	presentasi kelompok dan tanya jawa diskusi 2 x 50	<p>Materi: Presentasi mahasiswa kelompok I membahas Hakikat Pendidikan Sepanjang Hayat (Konsep kebutuhan manusia menurut A. Maslo; Pengertian kebutuhan belajar; karakteristik belajar sepanjang hayat; tujuan PSH; Ruang lingkup PSH; PSH secara vertikal dan horizontal)</p> <p>Pustaka: <i>Jarvis, Peter .2007. Globalisation, lifelong learning and the learning society : Sociological perspective. London and New York: Routledge. 2007.</i></p>	3%
7	Mahasiswa mampu memahami tentang dimensi sikap dan perilaku mendewasa menurut pendidikan seumur hidup	Mahasiswa mampu mendeskripsikan tentang dimensi sikap dan perilaku mendewasa menurut pendidikan seumur hidup	<p>Kriteria: Mahasiswa lulus apabila dapat memberikan jawaban tentang deskripsi konsep pendidikan informal secara lisan mencapai 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	1. Ceramah 2. Tanya jawab 3. presentasi kelompok dan diskusi 2 X 50	1. Ceramah 2. Tanya jawab 3. presentasi kelompok dan diskusi	<p>Materi: Presentasi mahasiswa kelompok II : Tinjauan Pendidikan Sepanjang Hayat (PSH) yang membahas (Tinjauan filosofis, ideologis, sosiologis, ekonomis, teknologi dan kultural)</p> <p>Pustaka: <i>Rogers A .2005. Non Formal Education, New York Klower Akademik Publisher</i></p>	4%

8	Mahasiswa mampu memahami tentang strategi pendidikan seumur hidup	Mahasiswa mampu mendeskripsikan tentang strategi pendidikan seumur hidup	<p>Kriteria: Mahasiswa lulus apabila dapat memberikan jawaban tentang strategi pendidikan seumur hidup secara lisan mencapai 75%.</p> <p>Bentuk Penilaian : Tes</p>	1. Ceramah 2. Tanya jawab 3. presentasi kelompok dan diskusi 4. quiz 2 X 50	1. Ceramah 2. Tanya jawab 3. presentasi kelompok dan diskusi	<p>Materi: Urgensi Pendidikan Sepanjang Hayat</p> <p>Pustaka: <i>Slamet Santoso .2010. Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri</i></p> <hr/> <p>Materi: presentasi kelompok III: Latar belakang dan dasar PSH; karakteristik PSH; Tujuan PSH; Pentingnya PSH</p> <p>Pustaka: <i>Longworth, Norman and Davies, W.Keith. Lifelong learning :Learning london. Kogan Page.</i></p>	20%
9	midterm exam		<p>Bentuk Penilaian : Aktifitas Partisipasif</p>	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 2 x 50	<p>Materi: Latar belakang PSH; Dasar teoritis, yuridis dan religi; karakteristik PSH; Tujuan PSH; Pentingnya PSH</p> <p>Pustaka: <i>Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003</i></p> <hr/> <p>Materi: Group 4 presentation: Lifelong Education Strategy</p> <p>Pustaka: <i>Rogers A .2005. Non Formal Education, New York Klower Akademik Publisher</i></p> <hr/> <p>Materi: PSH background; Theoretical, juridical and religious basis; PSH characteristics; PSH objectives; The importance of PSH</p> <p>Pustaka: <i>Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003</i></p>	4%
10	Students are able to understand the pillars of education with the relevant knowledge of lifelong education	1. Students are able to describe the pillars of lifelong education. 2. Students are able to describe the relationship with relevant sciences.	<p>Kriteria: Students graduate if they can provide basic answers to lifelong learning in writing and get 75% correct answers.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	1. Lecture 2. Question and answer 3. group presentation and discussion 4. quiz 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 2 x 50	<p>Materi: Group 5 Presentation</p> <p>Pustaka: <i>Longworth, Norman and Davies, W.Keith. Lifelong learning :Learning london. Kogan Page.</i></p> <hr/> <p>Materi: The Relationship between Lifelong Education and Educational Pathways</p> <p>Pustaka: <i>Jarvis, Peter .2007. Globalisation, lifelong learning and the learning society : Sociological perspective. London and New York:Routledge. 2007.</i></p> <hr/> <p>Materi: PSH with formal, informal, non-formal education; three education centers; the influence of media on lifelong education</p> <p>Pustaka: <i>Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003</i></p>	4%

11	Students are able to understand the background and basis of lifelong learning	1.1. Students are able to describe the background. 2.2. Students are able to describe the basis of lifelong learning	Kriteria: Students pass if they can provide answers to concepts and definitions orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 2 x 50	Materi: Group 6 presentation: Lifelong Learning Process Pustaka: <i>Rogers A .2005. Non Formal Education, New York Klower Akademik Publisher</i> Materi: Understanding the learning process; elements of the learning process; learning process objectives; success criteria; evaluation and influence of the learning process on lifelong learning outcomes Pustaka: <i>Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press</i>	4%
12	Students are able to understand the background concepts and definitions of lifelong learning	1. Students are able to describe the concept of lifelong learning. 2. Students are able to describe the definition of lifelong learning	Kriteria: Students graduate if they can provide answers to characteristics and paradigms orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 4. live quiz 2 x 50	Materi: presentasi kelompok 7 : Proses pembelajaran sepanjang Hayat Pustaka: <i>Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press</i> Materi: Group 7 presentation: Lifelong learning process Pustaka: <i>Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press</i>	4%
13	Students are able to understand the characteristics and paradigm of lifelong learning	1. Students are able to describe the characteristics of lifelong learning. 2. Students are able to describe the lifelong learning paradigm	Kriteria: Students graduate if they can provide answers to characteristics and paradigms orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 2 x 50	Materi: Hakikat pendidikan sepanjang hayat bagi individu maupun kelompok Pustaka: <i>Longworth, Norman and Davies, W.Keith. Lifelong learning :Learning london.Kogan Page.</i> Materi: The essence of lifelong education for individuals and groups Pustaka: <i>Longworth, Norman and Davies, W.Keith. Lifelong learning :Learning london.Kogan Page.</i>	4%
14	Students are able to understand the material and lifelong learning programs	1. Students are able to describe lifelong learning material. 2. Students are able to describe a lifelong learning program	Kriteria: Students graduate if they can provide answers to lifelong learning material orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 2 x 50	Materi: Types of lifelong education programs in the community Pustaka: <i>Longworth, Norman and Davies, W.Keith. Lifelong learning :Learning london.Kogan Page.</i>	4%

15	Students are able to understand about students/WB and the process of improving lifelong learning.	1. Students are able to describe students/WB for lifelong learning. 2. Students are able to describe the process of lifelong learning	Kriteria: Students graduate if they can provide answers to the lifelong learning process orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipatif	Students are able to understand about students/WB and the process of improving lifelong learning. 2 X 50	Students are able to understand about students/WB and the process of improving lifelong learning. 2 x 50	Materi: Functions of lifelong education Pustaka: <i>Rogers A .2005. Non Formal Education, New York Klower Akademik Publisher</i> Materi: Implications of lifelong education for improving human resources Pustaka: <i>Longworth, Norman and Davies, W.Keith. Lifelong learning :Learning london. Kogan Page.</i> Materi: Implications of lifelong education in the world of work Pustaka: <i>Sudjana D .2006. Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution</i>	4%
16	Understanding the implementation of lifelong education	Students are able to understand meeting material 1-16	Kriteria: Students are able to answer questions correctly and are able to develop answers creatively and contextually Bentuk Penilaian : Tes	Final written test 2 x 50	Take the UAS home and collect it in a file on Google Drive 2 x 50	Materi: lifelong education strategy, linkage of lifelong education with educational pathways Pustaka: <i>Slamet Santoso .2010. Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri</i>	30%

Rekap Persentase Evaluasi : Case Study

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

Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
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UPM Program Studi S1
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