



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
TEORI PENDIDIKAN KRITIS	8620502235	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	2	1 Juli 2024
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi
	Dr. Rivo Nugroho, M.Pd., Dr. Shobri Firman Susanto, M.Pd., Monica Widyaswari. M.Pd.		Dr. Rivo Nugroho, M.Pd.		Rivo Nugroho, S.Pd., M.Pd.

Model Pembelajaran	Case Study
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK	
	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-6	Menguasai teknik pemberdayaan masyarakat untuk merencanakan dan menerapkannya pada program pendidikan non-formal
	CPL-8	Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat

Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK - 1	Mahasiswa memiliki pemahaman konsep pendidikan kritis
CPMK - 2	Mahasiswa memiliki pemahaman konsep sosial
CPMK - 3	Mahasiswa memiliki pemahaman konsep teori-teori sosial dan perkembangannya
CPMK - 4	Mahasiswa memiliki pemahaman konsep teori kritis dan tokoh-tokoh pencetus
CPMK - 5	Mahasiswa memiliki pemahaman konsep pendidikan kritis serta teori-teori turunan yang berkembang di era modern agar mampu berperan sebagai pendidik dan pengelola bidang pelatihan

Matrik CPL - CPMK																															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CPMK</th> <th>CPL-2</th> <th>CPL-3</th> <th>CPL-6</th> <th>CPL-8</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-2</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-3</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-5</td> <td></td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	CPMK	CPL-2	CPL-3	CPL-6	CPL-8	CPMK-1		✓	✓	✓	CPMK-2		✓		✓	CPMK-3	✓			✓	CPMK-4	✓	✓	✓	✓	CPMK-5		✓	✓	✓
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CPMK-5		✓	✓	✓																											

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																																							
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Deskripsi Singkat MK The critical education theory course leads students to have an understanding and skills in analyzing the basics of community development through educational studies in the context of social reality. To ensure this understanding, it is necessary to provide material in the form of: the concept of philosophy and ideology of education, the politics of education played by the state, the concept of critical education, the concept of education about problems and critical education, educational methodology, training management, training media processing, educational visualization, and comparison of critical education with other educational concepts. This course provides an understanding of, social concepts, social facts, social theories and their development, critical theory and its originators, critical education, as well as derivative theories that developed in the modern era, the skills to analyze the basics of community development through educational studies in the context of social reality, through explanation, discussion and presentation through explanation, discussion and presentation. Indicators of success in this course if students are able to implement theory into the practice of Non Formal Education.

Pustaka	Utama :
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1. TB. Mangunwijaya, Pendidikan Pemerdakaan (Catatan separuh perjalanan SDK Eksperimen Mangunan). Yogyakarta: Dinamika Edukasi Dasar-Misereor/KZE. 2004.
2. Roem Topatimasang, dkk. Pendidikan Kritis: Membangun Kesadaran Kritis (Yogyakarta: Insist, 2005).
3. Paulo Freire, Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan, (Yogyakarta: Pustaka Pelajar dan Read, 2004)
4. Paulo Freire, Pendidikan Masyarakat Kota, Yogyakarta: LKIS, 2003.
5. Paulo Freire, Pendidikan Kaum Tertindas, Jakarta: Pustaka LP3ES Indonesia, 2008.
6. Utomo Dananjaya, Media Pembelajaran Aktif, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.
7. Rome Topatimasang, Sekolah itu Candu, Yogyakarta: Insist, 2005
8. Suhanadji. 2017. Pendidikan Kritis. Surabaya: Kartika Mulya
9. Apple, Michael W. and Wayne Au. 2014. Critical Education. United Kingdom: Routledge.
10. Mayo, Peter and Paolo Vittoria. 2021. Critical Education in International Perspective. Britania Raya: Bloomsbury Publishing.
11. DUNCUM, P. (2010). SEVEN PRINCIPLES for Visual Culture Education. Art Education, 63(1), 6–10. <http://www.jstor.org/stable/20694807>
12. HOPKINS, E. A. (2017). John Dewey and Progressive Education. The Journal of Educational Thought (JET) / Revue de La Pensée Éducative, 50(1), 59–68. <https://www.jstor.org/stable/26372390>
13. Johnstone, S. M., & Soares, L. (2014). PRINCIPLES FOR DEVELOPING COMPETENCY-BASED EDUCATION PROGRAMS. Change, 46(2), 12–18. <http://www.jstor.org/stable/44081628>
14. Graham, M. A. (2009). Ap Studio Art as an Enabling Constraint for Secondary Art Education. Studies in Art Education, 50(2), 201–204. <http://www.jstor.org/stable/25475900>
15. GIESBRECHT, S. (2014). CHAPTER NINE: Design Principles as a Methodology for School Reform. Counterpoints, 46(1), 161–174. <http://www.jstor.org/stable/42982187>
- Minor 1. Idris, Zahara. (1991) Dasar-dasar Kependidikan. Padang: Angkasa Raya. 2. Mulyasa, E. (2003) Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosdakarya. 3. Rachman, Arief. (2007) Home-Schooling: Rumah Kelasku, Dunia Sekolahku. Jakarta: Penerbit Buku Kompas. 4. Redja Mudyahardjo. (2001) Pengantar Pendidikan: Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia. Jakarta : Raja Grafindo Perkasa 5. Skmadinata, Nana Syaodih. (2003) Landasan Psikologi Proses Pendidikan. Bandung : Remaja Rosdakarya
16. Tirtarahardja, Umar dan La Sulo, S.N. (2005) Pengantar Pendidikan. Jakarta: PT Rineka Cipta. Link 1. https://www.youtube.com/watch?v=_jdTnWMLVM 2. Film "Gifted" 3. Film "Hickhi

Pendukung :

1. Youtube
2. Scholar
3. Sumber apapun yang mendukung pemahaman materi

Dosen Pengampu Rivo Nugroho, S.Pd., M.Pd.
Dr. Shobri Firman Susanto, S.Pd., M.Pd.
Monica Widayawari, 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 Concept of Philosophy and Ideology of Education	Students are able to describe various concepts of philosophy and ideology of education	<p>Kriteria: Students are able to analyze the various concepts of philosophy and ideology of education.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture and Discussion 2 X 50	Lecture and Discussion 2 x 50	<p>Materi: book 4,5,7,8,9,10</p> <p>Pustaka:</p> <p>-----</p> <p>Materi: Concepts of Philosophy and Ideology of Education</p> <p>Pustaka: Paulo Freire, Pendidikan Kaum Tertindas, Jakarta: Pustaka LP3ES Indonesia, 2008.</p>	3%
2	Students understand the historical development of critical education	Students are able to describe the Politics of Education played by the ruler	<p>Kriteria: Students pass if they can describe the Politics of Education played by the authorities</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture and Discussion 2 X 50	Lecture and Discussion 2 x 50	<p>Materi: book 3,8,9,10</p> <p>Pustaka:</p> <p>-----</p> <p>Materi: History of the Development of Critical Education</p> <p>Pustaka: Rome Topatimasang, Sekolah itu Candu, Yogyakarta: Insist, 2005</p>	3%

3	Students understand the Basic Concepts of Critical Education	<ol style="list-style-type: none"> 1. Students are able to explain the concept of critical education 2. Students can compare the concept of critical education with other educational concepts 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Students are able to explain the concept of critical education. 2. Students can compare the concept of critical education with other educational concepts <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture and Discussion 2 X 50	Lecture and Discussion 2 x 50	<p>Materi: Konsep Dasar Pendidikan Kritis Pustaka: <i>Tirtarahardja, Umar dan La Sulo, S.N. (2005) Pengantar Pendidikan. Jakarta: PT Rineka Cipta.</i> Link 1. https://www.youtube.com/..... 2. Film "Gifted" 3. Film "Hickhi"</p> <hr/> <p>Materi: book 1,2,3,8,9,10 Pustaka:</p> <hr/> <p>Materi: Basic Concepts of Critical Education Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: critique of education Pustaka: <i>Graham, M. A. (2009). Ap Studio Art as an Enabling Constraint for Secondary Art Education. Studies in Art Education, 50(2), 201–204. http://www.jstor.org/...</i></p> <hr/> <p>Materi: Basic Concepts of Critical Education Pustaka: <i>Tirtarahardja, Umar dan La Sulo, S.N. (2005) Pengantar Pendidikan. Jakarta: PT Rineka Cipta.</i> Link 1. https://www.youtube.com/... 2. Film "Gifted" 3. Film "Hickhi"</p>	3%
4	Students understand the thinking of critical education figures and postmodernism: Paulo Freire	<ol style="list-style-type: none"> 1. Students are able to explain the concept of problem-facing education 2. Students are able to compare the concept of problem-facing education with the bank style 3. Students are able to describe the concept of Critical Education liberating education 4. Students are able to describe the comparison of critical education and shackling education 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Students are able to explain the concept of problem-facing education 2. Students are able to describe the concept of Critical Education liberating education 3. Students are able to compare the concept of problem-facing education with the bank style <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 x 50	<p>Materi: Tokoh Pendidikan Kritis dan Postmodernisme: Paulo Freire Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: book 7,8,9,10 Pustaka:</p> <hr/> <p>Materi: Critical Education and Postmodernism: Paulo Freire Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p>	3%

5	Students understand the thinking of critical education figures and postmodernism: Ivan Illich	<ol style="list-style-type: none"> 1. Students are able to explain the concept of problem-facing education 2. Students are able to compare the concept of problem-facing education with the bank style 3. Students are able to describe the concept of Critical Education liberating education 4. Students are able to describe the comparison of critical education and shackling education 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Students graduate when: 2.1. Students can explain the concept of problem-facing education 2. Students can compare the concept of problem-facing education with bank style. 3.3. Students are able to describe the concept of Critical Education liberating education <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Materi: book 4,5,7,8,9,10 Pustaka:</p> <hr/> <p>Materi: Critical Education and Postmodernism: Ivan Illich Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: education and experts Pustaka: <i>Mayo, Peter and Paolo Vittoria. 2021. Critical Education in International Perspective. Britania Raya: Bloomsbury Publishing.</i></p> <hr/> <p>Materi: active learning that favors the community Pustaka: <i>Utomo Dananjaya, Media Pembelajaran Aktif, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.</i></p> <hr/> <p>Materi: education-based self-development Pustaka: <i>Johnstone, S. M., & Soares, L. (2014). PRINCIPLES FOR DEVELOPING COMPETENCY-BASED EDUCATION PROGRAMS. Change, 46(2), 12–18. http://www.jstor.org/...</i></p>	3%
6	Students understand the thinking of critical education figures and postmodernism: Henry Giroux	<ol style="list-style-type: none"> 1. Students are able to explain how Education Methodology 2. Students are able to explain the education curriculum 3. Students can articulate liberating education strategies 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Students are able to explain how Education Methodolo2. Students are able to explain the education curriculum.gy 2.2. Students are able to explain the education curriculum. 3.3. Students are able to articulate liberating education strategies. <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Materi: Book 4,5,7,8,910 Pustaka:</p> <hr/> <p>Materi: Critical Education and Postmodernism: Henry Giroux Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: education alignment Pustaka: <i>Paulo Freire, Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan, (Yogyakarta: Pustaka Pelajar dan Read, 2004)</i></p>	3%
7	Students understand the thoughts of critical education figures and postmodernism: Jacques Derrida	<ol style="list-style-type: none"> 1. Students are able to explain how Education Methodology 2. Students are able to explain the education curriculum 3. Students can articulate liberating education strategies 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Students graduate when: 2.1. Students are able to explain how Education Methodology 3.2. Students can explain the education curriculum. 4.3. Students are able to articulate liberating education strategies. <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p>Materi: book 4,5,7,8,9,1o Pustaka:</p> <hr/> <p>Materi: Figures of Critical Education and Postmodernism: Jacques Derrida Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: education that favors Pustaka: <i>Utomo Dananjaya, Media Pembelajaran Aktif, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.</i></p>	4%

8	Evaluation of Students' Understanding of Critical Education Concepts and Theories	<ol style="list-style-type: none"> 1. Students can provide a critical view 2. Students can provide a logical description 3. Students can provide concrete examples 	Bentuk Penilaian : Tes	test 2 X 50	test 2 x 50	Materi: Ujian Tengah Semester Pustaka: <hr/> Materi: active education design Pustaka: GIESBRECHT, S. (2014). CHAPTER NINE: Design Principles as a Methodology for School Reform. Counterpoints, 461, 161–174. http://www.jstor.org/... Minor 1. Idris, Zahara. (1991) Dasar-dasar Kependidikan. Padang: Angkasa Raya. 2. Mulyasa, E. (2003) Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosdakarya. 3. Rachman, Arief. (2007) Home-Schooling: Rumah Kelasku, Dunia Sekolahku. Jakarta: Penerbit Buku Kompas. 4. Redja Mudyahardjo. (2001) Pengantar Pendidikan: Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia. Jakarta : Raja Grafindo Perkasa 5. Skmadinata, Nana Syaodih. (2003) Landasan Psikologi Proses Pendidikan. Bandung : Remaja Rosdakarya <hr/> Materi: active education design Pustaka: GIESBRECHT, S. (2014). CHAPTER NINE: Design Principles as a Methodology for School Reform. Counterpoints, 461, 161–174. http://www.jstor.org/... Minor 1. Idris, Zahara. (1991) Dasar-dasar Kependidikan. Padang: Angkasa Raya. 2. Mulyasa, E. (2003) Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosdakarya. 3. Rachman, Arief. (2007) Home-Schooling: Rumah Kelasku, Dunia Sekolahku. Jakarta: Penerbit Buku Kompas. 4. Redja Mudyahardjo. (2001) Pengantar Pendidikan: Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia. Jakarta : Raja Grafindo Perkasa 5. Skmadinata, Nana Syaodih. (2003) Landasan Psikologi Proses Pendidikan. Bandung : Remaja Rosdakarya	20%
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9	Students are able to describe the archaeology of knowledge resulting from Michel Foucault's thoughts	<ol style="list-style-type: none"> 1. Students are able to describe how to manage a training 2. Mahasiswa mampu menpresentasi rencana sebuah pelatihan bagi komunitas 3. Students are able to present a training plan for the community 4. Students can present themselves as facilitators 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Students pass when: Students are able to describe how to manage a training. 2.2. Students are able to present a training plan for the community. 3.3. Students are able to present a community training curriculum. 4.4. Students can present themselves as facilitators <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, Presentation and Discussion 2 X 50	Lecture, Presentation and Discussion 2 x 50	<p>Materi: book 7,8,9,10 Pustaka:</p> <hr/> <p>Materi: Michel Foucault's archaeology of knowledge Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: educated society and its formation Pustaka: <i>Paulo Freire, Pendidikan Masyarakat Kota, Yogyakarta: LKIS, 2003.</i></p> <hr/> <p>Materi: critical education Pustaka: <i>Suhanadji. 2017. Pendidikan Kritis. Surabaya: Kartika Mulya</i></p>	4%
10	Students understand the thinking of critical education figures and postmodernism: Gilles Deleuze and Felix Guatarri	<ol style="list-style-type: none"> 1. Mahasiswa dapat menampilkan diri menjadi Fasilitator 2. Students are able to describe how to manage a training 3. Students are able to present a training plan for the community 4. Students can present themselves as facilitators 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Mahasiswa lulus bila: Mahasiswa mampu menguraikan bagaimana mengelola sebuah pelatihan. 2.2. Mahasiswa mampu menpresentasi rencana sebuah pelatihan bagi komunitas. 3.3. Mahasiswa mampu mempresentasikan menyusun Kurikulum pelatihan komunitas. 4.4. Mahasiswa dapat menampilkan diri menjadi Fasilitator <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecture, Presentation and Discussion 2 X 50	Lecture, Presentation and Discussion 2 x 50	<p>Materi: book 4,5,7,8,9,10 Pustaka:</p> <hr/> <p>Materi: Postmodernism: Gilles Deleuze than Felix Guatarri Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: pendidikan progresif Pustaka: <i>HOPKINS, E. A. (2017). John Dewey and Progressive Education. The Journal of Educational Thought (JET) / Revue de La Pensée Éducative, 50(1), 59–68. https://www.jstor.org/...</i></p> <hr/> <p>Materi: critical education perspective Pustaka: <i>Mayo, Peter and Paolo Vittoria. 2021. Critical Education in International Perspective. Britania Raya: Bloomsbury Publishing.</i></p>	4%
11	Students understand the thinking of critical education figures and postmodernism: Jean Francois Lyotard	<ol style="list-style-type: none"> 1. Students can prepare learning media equipment for training 2. Students can create locality-based media 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Students can prepare learning media equipment for training. 2.2. Students can create locality-based media <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 x 50	<p>Materi: Book 4,5,7,8,910 Pustaka:</p> <hr/> <p>Materi: Critical Education and Postmodernism figures: Jean Francois Lyotard Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: power and education Pustaka: <i>Paulo Freire, Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan, (Yogyakarta: Pustaka Pelajar dan Read, 2004)</i></p>	4%
12	Students understand the thinking of critical education figures and postmodernism: Anthony Giddens	<ol style="list-style-type: none"> 1. Students can prepare learning media equipment for training 2. Students can create locality-based media 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Students can prepare learning media equipment for training. 2.2. Students can create locality-based media <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 x 50	<p>Materi: Critical Education Figures and Postmodernism: Anthony Giddens Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i></p> <hr/> <p>Materi: education that favors education that favors Pustaka: <i>Rome Topatimasang, Sekolah itu Candu, Yogyakarta: Insist, 2005</i></p> <hr/> <p>Materi: Book 4,5,7,8,910 Pustaka:</p>	4%

13	Students understand the thoughts of critical education figures and postmodernism: Ki Hajar Dewantara	1. Students can prepare learning media equipment for training 2. Students can create locality-based media	Kriteria: 1.1. Students can prepare learning media equipment for training. 2.2. Students can create locality-based media Bentuk Penilaian : Aktifitas Partisipasif	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 X 50	Materi: book 4,5,7,8,9,10 Pustaka: Materi: Critical Education Figures and Postmodernism: Ki Hajar Dewantara Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i> Materi: critical education Pustaka: <i>Apple, Michael W. and Wayne Au. 2014. Critical Education. United Kingdom: Routledge.</i> Materi: principles of education for all Pustaka: <i>DUNCUM, P. (2010). SEVEN PRINCIPLES for Visual Culture Education. Art Education, 63(1), 6–10. http://www.jstor.org/...</i>	4%
14	Students understand the thoughts of critical education figures and postmodernism: Rabindranath Tagore	Students can present learning outcomes in the form of Education Visualization	Kriteria: 1. Students develop the concept of Education Visualization 2. Students produce educational visualizations Bentuk Penilaian : Aktifitas Partisipasif	Simulation, Presentation Discussion 2 X 50	Simulation, Presentation Discussion 2 X 50	Materi: Book 4,5,7,8,9,10 Pustaka: Materi: Critical Education and Postmodernism: Rabindranath Tagore Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i> Materi: education of the oppressed Pustaka: <i>Paulo Freire, Pendidikan Kaum Tertindas , Jakarta: Pustaka LP3ES Indonesia, 2008.</i> Materi: understanding critical education Pustaka: <i>Roem Topatimasang, dkk. Pendidikan Kritis: Membangun Kesadaran Kritis (Yogyakarta: Insist, 2005.</i>	4%
15	Students understand the thinking of critical education figures and postmodernism: Michael W. Apple	Students can present learning outcomes in the form of Education Visualization	Kriteria: 1. Students develop the concept of Education Visualization 2. Students produce educational visualizations Bentuk Penilaian : Aktifitas Partisipasif	Simulation, Presentation and Discussion 2 X 50	Simulasi, Presentasi dan Diskusi 2 X 50	Materi: book 4,5,7,8,9,10 Pustaka: Materi: Critical Education and Postmodernism: Michael W. Apple Pustaka: <i>Sumber apapun yang mendukung pemahaman materi</i> Materi: a world-eye perspective on education Pustaka: <i>Mayo, Peter and Paolo Vittoria. 2021. Critical Education in International Perspective. Britania Raya: Bloomsbury Publishing.</i>	4%
16	Evaluation of Students' Understanding of Critical Education Concepts and Theories	1. Students are able to provide critical responses related to the given case 2. Students are able to explain the concept of critical education of experts 3. Students can provide a logical description	Bentuk Penilaian : Tes	Test 2 X 50	Test 2 X 50	Materi: End of Semester Exam Pustaka:	30%

Rekap Persentase Evaluasi : Case Study

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 studinya 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.

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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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