	Universitas Negeri Surabaya Faculty of Education, Undergraduate Study Program in Out-of-School Education					Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Andragogy	8620503008	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-8	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education
	PLO-10	Able to communicate both in writing and orally in accordance with academic values, norms and ethics
	Program Objectives (PO)	
	PO - 1	Students have an understanding of the concept, nature and purpose of andragogy, assumptions and principles of adult learning, adult learning theories
	PO - 2	Able to organize adult learning programs, approaches, methods and media as well as adult learning program units so that they can act as educators and managers of non-formal and informal education.
	PLO-PO Matrix	

P.O	PLO-2	PLO-3	PLO-8	PLO-10
PO-1	✔	✔		
PO-2			✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔	✔	✔	✔	✔			✔								✔
PO-2						✔	✔		✔	✔	✔	✔	✔	✔	✔	

Short Course Description	This course provides understanding and abilities about the concept, nature and objectives of andragogy, assumptions and principles of adult learning, adult learning theories, organizing adult learning programs, approaches, methods and media as well as adult learning units through explanations, discussions, case studies and presentations. An indicator of the success of this course is if students have a good understanding of adult education, and realize that adult education is part of lifelong learning.

References	Main :	

1. Universitas Terbuka, 1986, Pendidikan Orang Dewasa, Modul 1-6, Jakarta, Karunika.
2. Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika.
3. Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.
4. Ishak Abdulhak, Dr., 1995, Metodologi Pembelajaran Pada Pendidikan Orang Dewasa, Bandung, Penerbit Cipta Intelektual.
5. Zainudin Arif,DR., 1984, Andragogi, Bandung, Penerbit Angkasa.
6. Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur.

Supporters:

			Supporting lecturer		Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. Dr. Heryanto Susilo, S.Pd., M.Pd.			

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the nature and purpose of Adult Education	1.1. Students are able to describe the orientation of the lecture material 2.2. Students are able to describe the nature of POD 3.3. Students are able to describe the purpose of POD	**Criteria:** Students pass if they are able to do 90% of the questions. **Form of Assessment** : Participatory Activities	Lecture/Q&A, discussion and assignment to find recommended source books 3 X 50	Lecture/Q&A, discussion and assignment to find recommended source books 3 X 50	**Material:** essence and objectives of Adult Education **Library:** *Open University, 1986, Adult Education, Modules 1-6, Jakarta, Karunika.* **Material:** essence and objectives of Adult Education **Library:** *Open University, 1986, Adult Learning Theory, Modules 1-6, Jakarta, Karunika.* **Material:** essence and objectives of Adult Education **References:** *Tisnowati Tamat, NY., DR. 1985, From Pedagogic to Andragogic, Jakarta, Pustaka Dian.*	3%
2	Students are able to understand the meaning of adulthood and learning, as well as distinguish between pedagogy and andragogy	1.1. Students are able to describe the meaning of adulthood 2.2. Students are able to describe the meaning of learning 3.3. Students are able to describe the development of human dimensions 4.4. Students are able to describe the difference between pedagogy and andragogy	**Criteria:** Students are successful if they can explain a figure's thoughts about management. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	**Material:** understanding adulthood and learning, and distinguishing between pedagogy and andragogy **Reference:** *Zainudin Arif, DR., 1984, Andragogi, Bandung, Angkasa Publishers.* **Material:** understanding adulthood and learning, and distinguishing between pedagogy and andragogy **Reference:** *Ishak Abdulhak, Dr., 1995, Learning Methodology in Adult Education, Bandung, Intellectual Copyright Publishers.*	3%

No	Learning Outcome	Indicators	Assessment	Learning (Offline)	Learning (Online)	Material/Reference	Weight
3	Students are able to understand and apply assumptions about adult learning and teaching and in implementing the POD program	1.1. Students are able to describe assumptions about adults and the implications of assumptions in implementing the POD program 2.2. Students are able to describe several assumptions about learning and teaching adults	**Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	**Material:** assumptions about learning and teaching adults and in implementing the POD program **Library:** *Zainudin Arif, DR., 1984, Andragogi, Bandung, Angkasa Publishers.*	3%
4	Students are able to apply several learning theories in POD and internalize effective adult learning	1.1. Students are able to describe several learning theories 2.2. Students are able to describe various systems 3.3. Students are able to describe the effectiveness of adult learning	**Criteria:** Students pass if they give an answer of 80%. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	**Material:** learning theory in adult education **Reference:** *Ishak Abdulhak, Dr., 1995, Learning Methodology in Adult Education, Bandung, Intellectual Copyright Publishers.* **Material:** learning theory in adult education **Bibliography:** *Tisnowati Tamat, NY., DR. 1985, From Pedagogic to Andragogic, Jakarta, Pustaka Dian.*	3%
5	Students are able to understand the principles of adult learning	Students are able to describe the principles of teaching adults	**Criteria:** Students pass if they are able to give 80% correct. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	**Material:** principles of adult learning **Reference:** *Open University, 1986, Adult Learning Theory, Modules 1-6, Jakarta, Karunika.* **Material:** principles of adult learning **Reference:** *Ishak Abdulhak, Dr., 1995, Learning Methodology in Adult Education, Bandung, Intellectual Copyright Publishers.*	3%

6	Students are able to apply learning based on needs and participatory learning	1.1. Students are able to describe learning based on needs 2.2. Students are able to describe participatory learning	**Criteria:** Students graduate if they are able to answer questions 80% correctly. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 X 50	**Material:** needs and participatory learning **References:** *Tisnowati Tamat, NY., DR. 1985, From Pedagogic to Andragogic, Jakarta, Pustaka Dian.* **Material:** needs and participatory learning **References:** *PLS Development Project, 1993, Material for Study Unit Arrangement Techniques, Regional Office of Education and Culture. East Java.*	4%
7	Students are able to understand the organization of adult education programs and apply approaches to adult education	1.1. Students are able to describe the POD Program Organisation 2.2. Students are able to describe the approach in POD	**Criteria:** students are able to complete 80% of the assignment **Form of Assessment** : Participatory Activities	group presentation 3 X 50	group presentation 3 X 50	**Material:** organizing POD programs and implementing approaches in POD **Reader:** *Tisnowati Tamat, NY., DR. 1985, From Pedagogic to Andragogic, Jakarta, Pustaka Dian.*	4%
8	Students are able to understand the organization of adult education programs and apply approaches in adult education	1. Students are able to describe the POD Program Organisation. 2. Students are able to describe the POD Approach	**Criteria:** Students graduate if they can answer questions 80% correctly. **Form of Assessment** : Test	uts write 3 X 50	uts online 3 X 50	**Material:** organizing adult education programs and implementing approaches in adult education **Reference:** *Ishak Abdulhak, Dr., 1995, Learning Methodology in Adult Education, Bandung, Intellectual Copyright Publishers.*	20%
9	Students are able to apply adult learning methods and media	1.1. Students are able to describe the POD Method 2.2. Students are able to describe adult learning interaction tools/media	**Criteria:** Students graduate if they can answer questions 80% correctly. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments 3 x 50	**Material:** Adult learning methods and media **Reference:** *Zainudin Arif, DR., 1984, Andragogi, Bandung, Angkasa Publishers.*	3%

10	Students are able to implement Adult Education program evaluations	Students are able to describe the POD program evaluation	**Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities	Lectures/Q&A, discussions and assignments 3 X 50	Lectures/Q&A, discussions and assignments	**Material:** evaluation of the Adult Education program **References:** *Tisnowati Tamat, NY., DR. 1985, From Pedagogic to Andragogic, Jakarta, Pustaka Dian.*	3%
11	Students are able to understand the Learning Event Unit	Students are able to describe the Learning Event Unit	**Criteria:** Students pass if they give an answer of 80%. **Form of Assessment** : Participatory Activities	Individual Assignment 3 X 50	Individual Assignment	**Material:** Learning Event Unit **Literature:** *Zainudin Arif, DR., 1984, Andragogi, Bandung, Angkasa Publishers.*	5%
12	Students are able to understand the Learning Event Unit	Students are able to describe the Learning Event Unit	**Criteria:** Students pass if they give an answer of 80%. **Form of Assessment** : Participatory Activities	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer 3 X 50	**Material:** Learning Event Unit **Literature:** *Open University, 1986, Adult Education, Modules 1-6, Jakarta, Karunika.*	4%
13	Students are able to present Learning Event Units	Students are able to present individual assignments regarding Learning Event units	**Criteria:** 1.Students pass if they give an answer of 80%. 2.3 **Form of Assessment** : Participatory Activities	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer	**Material:** Learning Event Units **Literature:** *PLS Development Project, 1993, Learning Unit Development Techniques Material, Regional Office of Education and Culture. East Java.*	4%
14	Students are able to present Learning Event Units	Students are able to present individual assignments regarding Learning Event units	**Criteria:** Students pass if they give an answer of 80%. **Form of Assessment** : Participatory Activities	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer	**Material:** Learning Event Units **Literature:** *PLS Development Project, 1993, Learning Unit Development Technique Material, Regional Office of Education and Culture. East Java.*	4%
15	Students are able to present Learning Event Units	Students are able to present individual assignments regarding Learning Event units	**Criteria:** Students pass if they give an answer of 80%. **Form of Assessment** : Participatory Activities	Presentation, Discussion, Question and answer 3 X 50	Presentation, Discussion, Question and answer 3 X 50	**Material:** learning event unit **Reference:** *Ishak Abdulhak, Dr., 1995, Learning Methodology in Adult Education, Bandung, Intellectual Copyright Publishers.*	4%

| 16 | Students are able to comprehensively understand the science of adult education | | **Form of Assessment** : Test | UAS write 3 x 50 | UAS online 3 x 50 | **Material:** Introduction to Adult Education **Reference:** *Open University, 1986, Adult Education, Modules 1-6, Jakarta, Karunika.*

Material: Introduction to Adult Education **References:** *Open University, 1986, Adult Learning Theory, Modules 1-6, Jakarta, Karunika.* | 30% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.