



**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
Basic Theory of PNF	8620504231	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	1	January 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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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-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs																																																																																																				
	PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Mastering the concept of Non-formal Education as a basis for curriculum development.																																																																																																				
	PO - 2	Have the ability to think critically, creatively, innovatively, analytically, have a high work ethic, work together, build relationships and communicate effectively in the field of Non-formal Education.																																																																																																				
	PO - 3	Mastering theories, concepts, principles of analyzing community needs as adults, as well as mastering information technology in implementing Non-formal Education programs																																																																																																				
	PO - 4	Able to formulate innovative and creative ideas in order to develop Non-formal Education programs																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓		✓	✓	✓		✓							✓			PO-2		✓				✓		✓		✓	✓	✓	✓		✓	✓	PO-3																	PO-4																
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Short Course Description	This course provides an understanding of the basic concepts of Non-Formal Education, history, thoughts on PNF and informal figures, principles, characteristics of PNF, the relationship between PNF and the national education system so that people like to learn through explanations, discussions and presentations. In this course, non-formal education is discussed as education that is carried out regularly, consciously, but not too strictly following fixed rules, as in formal education at school. Because non-formal education is generally carried out not in the physical environment of the school, then Non-formal education is identified with education outside of school. Therefore, non-formal education is carried out outside of school, so the main target is members of the community. Therefore, non-formal education programs must be created in such a way that they are flexible but straightforward, but still attract the interest of education consumers. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.
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References	Main :
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1. Slamet Santoso (2010) Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri
2. Dave RH (1976) Foundation of life long 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
8. Pramudia, Joni Rahmat. (2013). Belajar sepanjang hayat : Konsep, kebijakan dan Aplikasi dalam pendidikan Nonformal Menuju Masyarakat Berpengetahuan.
9. Sudiapermana Elih (2013) pemikiran tokoh-tokoh pendidikan nonformal informal. Bandung. EDUKASIA Press
10. Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.
11. Mudyahardjo, Redja. 2001. Filsafat Ilmu Pendidikan. Bandung: PT Remaja Rosdakarya.
12. Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production _____, 2004. Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production
13. Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.

Supporters:

1. Artikel dan Buku yang Mendukung Materi Matakuliah ini
2. you tube
3. Scholar

Supporting lecturer

Dr. Widodo, M.Pd.
 Dr. Wiwin Yulianingsih, S.Pd., M.Pd.
 Dr. Shobri Firman Susanto, 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 background and foundation of non-formal education	1. Students are able to describe their non-formal educational background. 2. Students are able to describe the foundations of non-formal education.	Criteria: Students graduate if they can answer multiple choice questions correctly up to 75%. Form of Assessment : Participatory Activities	a. Exploration b. Questions and Answers c. Dialogic delivery 3 X 50	questions and answers, discussions, case studies 3 x50	Material: according to the section Reference: <i>Slamat Santoso (2010) Collection of PLS Basic Concepts material. Not published. For a private</i>	3%
2	Students are able to understand the definition, nature and approach of non-formal education	1. Students are able to explain the definition, nature and approaches to non-formal education 2. Students are able to link concepts and reality or existing cases	Criteria: Students pass if they mention and explain the definition, informal education approach Form of Assessment : Participatory Activities	a. Exploration b. Dialogic delivery c. Discussion 3 X 50	lectures, presentations and discussions 3 x 50	Material: according to division. Reference: <i>Slamat Santoso (2010) Collection of PLS Basic Concepts material. Not published. For a private</i>	3%
3	Students are able to understand the development of non-formal education	1. Students are able to describe practitioners in society. 2. Students are able to describe the development of criticism of non-formal education. 3 Students are able to describe educational planners for development.	Criteria: Students graduate if they can provide answers about practitioners, the development of criticism of non-formal education and educational planners for development reaching 75%. Form of Assessment : Participatory Activities	a. Dialogic delivery b. Discussion 3 X 50	lectures, presentations and discussions 3 x 50	Material: presentation according to distribution. Reference: <i>Slamat Santoso (2010) Collection of PLS Basic Concepts material. Not published. For a private</i>	3%

4	Students are able to understand the thoughts of informal non-formal education figures, (part 1)	Students are able to describe the thoughts of figures: Malcom Kowles, Ivan Illich, Paulo Freire, Carl Ransom Rogers, Antonio Gramsci, Jean-Jacques Rousseau.	Criteria: Students graduate if they can provide answers about forms of social interaction orally reaching 75%. Form of Assessment : Participatory Activities	a. Dialogic delivery b. Discussion 3 X 50	lecture, presentation, discussion and answer 3 x 50	Material: according to division Reference: <i>Sudiapermana Elih (2013) thoughts of informal non-formal education figures. Bandung. EDUCASIA Press</i>	3%
5	Students are able to understand the thoughts of informal non-formal education figures, (part 2)	Students are able to describe the thoughts of the characters: Jerome S Bruner, Johan Heinrich Pestalozzi, Rfedrich Froebel, Malcolm X, Hannah More, Nikola Grundtvig Severin Frederik, Bell Hooks.	Criteria: Students graduate if they can provide answers about forms of social interaction orally reaching 75%. Form of Assessment : Participatory Activities	a. Dialogic delivery b. Discussion 3 X 50	lectures, presentations and discussions 3 x 50	Material: presentation according to distribution. Reference: <i>Sudiapermana Elih (2013) thoughts of informal non-formal education figures. Bandung. EDUCASIA Press</i>	3%
6	Students are able to understand the thoughts of informal non-formal education figures (Part 3)	Students are able to describe the thoughts of figures: Bruce Wayne Tuckman, William Lovett, Mahatma Gandhi, Robert Putman, Mary Carpter.	Criteria: Students pass if they can provide answers orally reaching 75%. Form of Assessment : Participatory Activities	presentations, discussions, lectures and questions and answers 3 X 50	presentations, lectures, Javanese questions, and discussions 3 x 50	Material: according to division. References: <i>Djokosujoso, Sutomo, et al. 1998. Study of the Scientific and Professional Foundations of Out-of-School Education (PLS). Surabaya: IKIP Surabaya Research Institute.</i>	3%
7	Students are able to understand the background, concept and definition of informal education	1.1. Students are able to describe the background of informal education. 2.2. Students are able to describe the concept of informal education	Criteria: Students graduate if they can provide answers to the description of the concept of informal education orally reaching 75%. Form of Assessment : Participatory Activities	a. dialogic delivery b. Questions and Answers and individual assignments 3 X 50	presentation, question and answer, and individual assignments 3 x 50	Material: according to division Bibliography: <i>Sudjana D (2006) Non-formal education: Insights, history of development, philosophy, supporting theories and principles, Bandung. Falah Production</i>	4%
8	Students are able to understand the characteristics, components and main points of informal education	1.1. Students are able to describe the characteristics of informal education. 2.2. Students are able to describe the components of informal education. 3.3 Students are able to describe the main points of informal education	Criteria: Students graduate if they can provide answers about the characteristics, components and main points of informal education orally reaching 75%. Form of Assessment : Participatory Activities	presentation, discussion, question and answer, lecture 3 X 50	presentation, discussion, question and answer, lecture 3 X 50	Material: according to division. References: <i>Djokosujoso, Sutomo, et al. 1998. Study of the Scientific and Professional Foundations of Out-of-School Education (PLS). Surabaya: IKIP Surabaya Research Institute.</i>	4%

9	Midterm exam		Form of Assessment : Test	Lauring Lecturer asked questions related to students' understanding of the basic concepts of PLS 3 X 50	3 x 50 test	Material: meeting materials 1-8 Literature: <i>Articles and books that support this course material</i>	20%
10	Students are able to understand the principles of informal education models and activities	1.1. Students are able to describe the principles of informal education. 2.2. Students are able to describe informal education models and activities.	Criteria: Students graduate if they can provide answers about the definition of community learner orally reaching 75%. Form of Assessment : Participatory Activities	a. Case study b. Questions and Answers 3 X 50	lectures, discussions, case studies 3 x 50	Material: according to distribution. Reader: <i>Pramudia, Joni Rahmat. (2013). Lifelong learning: Concepts, policies and applications in non-formal education towards a knowledge society.</i>	4%
11	Students are able to understand the definition of community learning	Students are able to describe the definition of community learning.	Criteria: Students graduate if they can provide answers to 20 characteristics of community learning in writing through multiple choice questions reaching 75%. Form of Assessment : Participatory Activities	a. dialogic delivery b. case discussion. 3 X 50	lecture, discussion, question and answer 3 x 50	Material: according to distribution. Reader: <i>Pramudia, Joni Rahmat. (2013). Lifelong learning: Concepts, policies and applications in non-formal education towards a knowledge society.</i>	4%
12	Students are able to understand 20 characteristics of community learning	Students are able to describe 20 characteristics of community learning	Criteria: Students graduate if they can provide written answers regarding the lifelong learning continuum process reaching 75%. Form of Assessment : Participatory Activities	a. Dialogic delivery b. Questions and Answers 3 X 50	lecture, discussion, expression of opinion, question and answer 3 x 50	Material: 20 characteristics of community learning Reference: <i>Mudyahardjo, Redja. 2001. Philosophy of Education. Bandung: PT Teen Rosdakarya.</i>	4%
13	Students are able to understand technology, information society and knowledge society.	1. Students are able to describe technology and information society. 2. Students are able to describe the nature of an informed society including: a. Definition of a knowledgeable society. b. The role of information and communication technology c. Mindset and pillars of a knowledgeable society. d. Characteristics of a knowledgeable community e. Target knowledge society	Criteria: Students graduate if they can provide answers about the definition of community learner orally reaching 75%. Form of Assessment : Participatory Activities	- Lecture - Question and Answer - Discussion 3 X 50	lecture, discussion, question and answer 3 x 50	Material: understanding technology, information society and knowledge society. References: <i>Tilaar, HAR. 1999. Education, Culture and Indonesian Civil Society. Bandung: PT. Rosdakarya Teenager.</i>	4%

14	Students are able to understand community learning policies and practices	1.1. Students are able to describe community learning policies 2.2. Students are able to describe community learning practices	Criteria: Students graduate if they can provide answers to 20 characteristics of community learning in writing through multiple choice questions reaching 75%. Form of Assessment : Participatory Activities	a. Dialogic delivery b. Case study. 3 X 50	lectures, discussions, case studies 3 x 50	Material: community learning policies and practices Reference: <i>Sudjana D (2006) Non-formal education: Insights, history of development, philosophy, supporting theories and principles, Bandung. Falah Production</i>	4%
15	Students are able to understand the continuum process of lifelong learning as a learning community process	1.1. Students are able to describe the lifelong learning continuum process. 3. Students are capable of the substance, methods and resources of learning 2.2. Students are able to describe the content of life skills	Criteria: Students graduate if they can provide answers about society as a source of learning, non-formal education targets and community empowerment orally reaching 75%. Form of Assessment : Participatory Activities	a. Dialogic delivery b. Discussion 3 X 50	lectures, discussions, presentation of opinions, questions and answers 3 x 50	Material: continuous process of lifelong learning as a learning community process. Reader: <i>Pramudia, Joni Rahmat. (2013). Lifelong learning: Concepts, policies and applications in non-formal education towards a knowledge society.</i>	4%
16		1. Students are able to describe the concepts that have been presented, 2. Students are able to describe cases in Out-of-School Education	Criteria: Students are said to have passed if they can provide a systematic explanation regarding the concepts and dynamics of Out-of-School Education Form of Assessment : Test	Lecturers give cases to students to be analyzed based on the basic concepts of PLS regarding the dynamics of Non-Formal Education in Indonesia in general 3 X 50	Written test 3 x 50	Material: meeting materials 1-15 Literature: <i>Articles and books that support this course material</i>	30%

Evaluation Percentage Recap: Case Study

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

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.