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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Community Education	8620502124	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	August 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Rofik Jalal Rosyanafi, M.Pd. ; Dr. Wiwin Yulianingsih, S.Pd., M.Pd. ; Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd. ; Monica Widyaswari, S.Pd., M.Pd.	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd	Rivo Nugroho, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-7	Mastering the process of planning, implementing and evaluating non-formal education programs
	PLO-8	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education
	PLO-11	Able to utilize technology and information in solving problems in accordance with their field of expertise
	PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics
	Program Objectives (PO)	
	PO - 1	Able to make appropriate decisions in the context of problem solving through scientific development of non-formal education based on the results of information and data analysis
	PO - 2	Mastering theories, concepts, principles of analyzing community needs as adults, as well as mastering information technology in implementing non-formal education programs
	PO - 3	Able to formulate innovative and creative ideas in order to develop non-formal education programs
	PO - 4	Able to manage Non-formal Education programs that are based on piety, independence and social entrepreneurship
	PLO-PO Matrix	

P.O	PLO-1	PLO-7	PLO-8	PLO-11	PLO-12
PO-1	✔				✔
PO-2		✔	✔	✔	
PO-3		✔	✔	✔	
PO-4		✔	✔		✔

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	✔		✔				✔		✔			✔	✔	✔		
PO-3				✔		✔		✔		✔						
PO-4					✔										✔	✔

Short Course Description	This course discusses the conceptual assessment of non-formal education learning models which includes understanding, characteristics, syntax and steps in implementing them. Apart from that, skills are needed in compiling reports on study results and also developing non-formal education learning models. With the existence of various kinds of non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be discovered to further enrich the variety of non-formal education learning. The teaching materials presented are approaches and types of non-formal learning development, methods and models for collecting and analyzing program assessment data, developing prototypes of non-formal program models, developing prototypes of non-formal program models, compiling reports on assessment results and developing non-formal learning models. assessment and development of non-formal learning models. To guide lecture activities, learning methods are used in the form of discussions, mini practicums, questions and answers, and presentations. answers, and presentation. This course also provides an understanding of the history and concept of community education, the aims and content of community education, the essence of community education in the national education system, areas of community education, as well as SPEM and 10 benchmarks for community education through explanations, discussions and presentations.

	References	Main :	

1. Sudjana D (2006) Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution.
2. Djudju Sudjana. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production.Djudju Sudjana.
3. Kindervater, S. 1979. Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Centre for International Education University of Massachusetts.
4. Soedomo, M. 1990. Pembangunan Masyarakat. Malang: Lembaga Pengabdian Masyarakat IKIP Malang.
5. Community Learning Centres, country reportr from Asia.
6. Saleh Marzuki, Dimensi-dimensi Pendidikan Nonformal, FIP Universitas Negeri Malang
7. Peter Jarvis. Adult Education and lifelong learning. London and NewYork.

Supporters:

1. Peter Jarvis. Adult Education and lifelong learning. London and NewYork.

Supporting lecturer

Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si.
Dr. Wiwin Yulianingsih, S.Pd., M.Pd.
Dr. Rofik Jalal Rosyanafi, M.Pd.
Monica Widyaswari, 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 concept and scope, position of public education in the national education system and the history of the development of public education	Students are able to describe the concept and scope of community education as well as the position of community education in the national education system	**Criteria:** Students graduate if they can answer multiple choice questions correctly up to 75%. **Form of Assessment** : Participatory Activities	Lecture/Q&A and assignment to find recommended source books. 2 X 50	Lecture/Q&A and assignment to find recommended source books. 2 X 50	**Material:** Concept and scope, position of community education in the national education system and history of the development of community education. **Reference:** *Sudjana D (2006) Non-formal education: Insights, history of development, philosophy, supporting theories and principles, Bandung. Falah Production.*	4%
2	Students are able to understand the history of the development of public education	Students are able to describe the history of the development of public education	**Criteria:** Students graduate if they mention and explain the history of the development of public education. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers 2 X 50	- Lectures - Questions and Answers	**Material:** history of the development of public education. **Reader:** *Djudju Sudjana. 2004. Non-formal Education, Insights, Development History, Philosophy, Supporting Theories and Principles. Bandung: Falah Production. Djudju Sudjana.*	4%
3	Students are able to understand issues and community education programs	1. Students are able to describe community education issues. 2. 13 community education programs	**Criteria:** Students graduate if they can provide answers to issues and the community education program reaches 75%. **Form of Assessment** : Portfolio Assessment	- Lecture - Questions and Answers 2 X 50		**Material:** issues and community education programs **References:** *Kindervater, S. 1979. Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts.*	5%

4	Students are able to understand issues and community education programs	Students are able to describe community education issues	**Criteria:** Students graduate if they can provide answers to issues and the community education program reaches 75%. **Form of Assessment** : Portfolio Assessment	- Lecture - Questions and Answers 2 X 50	- Lectures - Questions and Answers	**Material:** community education issues **Reference:** *Soedomo, M. 1990. Community Development. Malang: Community Service Institute IKIP Malang.*	5%
5	Students are able to understand what is informal education? (Group 1)	Students are able to describe: What is informal education (John Mahoney): 1. What makes our work informal. 2. Education by using the environment. 3. Relationship: developing different approaches. Learning from each other. 4. Education as process and product.	**Criteria:** Students graduate if they can provide answers to community development problems related to education orally reaching 75%. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** informal education **Reference:** *Soedomo, M. 1990. Community Development. Malang: Community Service Institute IKIP Malang.*	5%
6	Students are able to understand Historical perspectives on Informal eduction (Group 2)	Students are able to describe the Prologue, Finding a starting point, the early history of informal education, the rise of mass schooling, informal education in an age of mass schooling and where, the future perhaps and Conclusion	**Criteria:** Students graduate if they can provide answers about informal education orally reaching 75%. **Form of Assessment** : Practice / Performance	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** Historical perspectives on Informal eduction **Library:** *Community Learning Centers, country reporter from Asia.*	3%
7	Students are able to understand Professional values in informal education work (Group 3)	Students are able to describe professional values in formal education work including: Professional values, the value of informal education work, interpreting the values, respect for different cultures and religions in society	**Criteria:** Students pass if they can provide answers orally reaching 75%. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** Professional values in informal education work **Library:** *Community Learning Centers, country reporter from Asia.* **Material:** Professional values in informal education work **Reader:** *Peter Jarvis. Adult Education and lifelong learning. London and New York.*	5%
8	UTS	Students are able to describe experiential learning, Triggering reflection, using experience for learning,	**Criteria:** Students graduate if they can provide answers about professional values in formal settings. **Form of Assessment** : Test	UTS write 2 X 50	Online UTS uses Google form 2 X 50	**Material:** learning from experience **Reader:** *Peter Jarvis. Adult Education and lifelong learning. London and New York.*	10%
9	Students are able to understand place, space and informal education	Students are able to describe on spaces and identity, geographies of childhood and youth, geographies of power and exclusion, the geography of informal education, issues for informal educators, working so that spaces become places	**Criteria:** Oral educational work reached 75%. **Form of Assessment** : Practice / Performance	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** place, space and informal education **Bibliography:** *Saleh Marzuki, Dimensions of Non-formal Education, FIP State University of Malang*	5%

10	UTS	Students were able to answer questions correctly 75% of the time	**Criteria:** qualitative **Form of Assessment** : Participatory Activities, Practice/Performance	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** Foundations of thought and implementation of lifelong education **Reference:** *Community Learning Centers, country reporter from Asia.*	4%
11	Students are able to understand continuing education (group 6)	Students are able to describe lifelong learning, a learning society, flexibility in providing continuing education, the need of continuing education, types of continuing education programs, post literacy programs, equivalency programs, quality of life improvement programs, income-generating programs.	**Criteria:** Students pass if they can provide answers about experiential learning, Triggering reflection, using experience for learning orally reaching 75%. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** lifelong learning, a learning society, flexibility in providing continuing education, the need of continuing education, types of continuing education programs, post literacy programs, equivalency programs, quality of life improvement programs, income-generating programs. **Bibliography:** *Community Learning Centers, country reporter from Asia.*	5%
12	Students are able to understand community learning centers (sountry report from Asia) (Group 7)	Students are able to describe CLC in Indonesia: introduction, profile of the research study, analysis of CLC experiences, impact/outcomes, recommendations.	**Criteria:** Students pass if they can provide answers about experiential learning, Triggering reflection, using experience for learning orally reaching 75%. **Form of Assessment** : Participatory Activities	- Lecture- - Questions and Answers - Reinforcement 2 X 50	- Lecture- - Questions and Answers - Reinforcement 2 X 50	**Material:** CLC in Indonesia : Introduction, profile of the research study, analysis of CLC experiences, impact/outcomes, recommendations. **References:** *Soedomo, M. 1990. Community Development. Malang: Community Service Institute IKIP Malang.*	5%
13	Students are able to understand community learning centers (country report from Asia) (Group 9	Students are able to describe CLC in Thailand: Introduction, overview of CLC in Thailand profile of research study, analysis of CLC experiences, major findings recommendations.	**Criteria:** Students pass if they can provide answers about experiential learning, Triggering reflection, using experience for learning orally reaching 75%. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50	**Material:** CLC in Thailand : Introduction, overview of CLC in Thailand profile of research study, analysis of CLC experiences, major findings recommendations. **References:** *Kindervater, S. 1979. Nonformal Education as an Empowering Process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts.*	4%
14	Field study of community education programs	Students can understand and explain: Community education management, 10 community education standards and learning systems	**Criteria:** Students pass if they can provide answers about spaces and identity, geographies of childhood and youth, geographies of power and exclusion, the geography of informal education, issues for informal educators, working so that spaces become places in writing, the description reaches 75%. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lecture - Questions and Answers - Reinforcement 2 X 50		3%

15	Field study of community education programs	Students can understand and explain: Community education management, 10 community education standards and learning systems	**Criteria:** Students graduate if they can answer multiple choice questions correctly up to 75%. **Form of Assessment** : Participatory Activities	- Lecture - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement	**Material:** community education programs **References:** *Kindervater, S. 1979. Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts.*	3%
16	Students have an understanding of the history and concept of community education, the aims and content of community education, the nature of community education in the national education system, areas of community education, as well as 10 benchmarks for community education in the fields of training, community empowerment and informal education.	Students are able to explain briefly and clearly related questions on the Final Semester Examination (UAS) test	**Criteria:** Suitability of the answer to the question and the contextual degree of the answer **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	UAS 2 x 50	Online UAS 2 x 50	**Material:** history and concept of community education, aims and content of community education, the essence of community education in the national education system, areas of development for community education, as well as 10 benchmarks for community education in the fields of training, community empowerment and informal education. **Bibliography:** *Community Learning Centers, country reporter from Asia.*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	10%
3.	Practice / Performance	20%
4.	Test	20%
		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.