

	<b>Universitas Negeri Surabaya</b> <b>Faculty of Education,</b> <b>Undergraduate Study Program in Out-of-School</b> <b>Education</b>					<b>Document</b> <b>Code</b>	
<b>SEMESTER LEARNING PLAN</b>							
<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>
PNF Program Development *)	8620503222		T=1	P=2	ECTS=4.77	6	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Rivo Nugroho, S.Pd., M.Pd.	
<b>Learning model</b>	<b>Case Studies</b>						
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>						
	<b>Program Objectives (PO)</b>						
	<b>PLO-PO Matrix</b>						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
<b>Short Course Description</b>	The PNF program development course describes program development, which emphasizes how PNF program development is carried out. The discussion begins by providing a conceptual framework for PNF program development to enrich students' understanding of the meaning, function and approach in program development; implementation of program development as outlined in practical steps for preparing program development using strategic management methods. The next discussion is how the program/action plan is carried out by all parties involved in developing the PNF program.						
<b>References</b>	<b>Main :</b>	<ol style="list-style-type: none"> <li>1. Knowles, Malcom S. (1980), The modern Practice of Adult Education, New York: Cambridge, The Adult Education Company.</li> <li>2. Smith, William J. (2005), The Community Learning Center: From Values to Results: Key Issues and Challenges for Building and Sustaining School-Community</li> <li>3. Collaboration, Canada: LEARN, the Leading English Education And Resource Network.</li> <li>4. Sudjana. (2005), Metode dan Teknik Pembelajaran Partisipatif, Bandung: Falah Production.</li> <li>5. .... (2001), Pendidikan Luar Sekolah: Wawasan, Sejarah Perkembangan, Falsafah &amp; Teori Pendukung, serta Asas, Bandung: Falah Production..</li> <li>6. .... (2000), Management Program Pendidikan untuk Pendidikan Luar Sekolah dan Pengembangan Sumber Daya Manusia, Bandung: Falah Production.</li> <li>7. .... (2000), Strategi Pembelajaran, Bandung: Falah Production</li> </ol>					
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Drs. Heru Siswanto, M.Si.						

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				3 X 50			0%
2				3 X 50			0%
3				3 X 50			0%
4				3 X 50			0%
5				3 X 50			0%
6				3 X 50			0%
7				3 X 50			0%
8	UTS			3 X 50			0%
9				3 X 50			0%
10				3 X 50			0%
11				3 X 50			0%
12				3 X 50			0%
13				3 X 50			0%
14				3 X 50			0%
15				3 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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.

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.