



**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
Family Education and Parenting	8620502120	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	January 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Sjafiatul Mardiyah, S.Sos., M.A. ; Dr. Ali Yusuf, S.Ag., M.Pd. ; Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si.		Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si.			Rivo Nugroho, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>
-----------------------	-------------------------------

<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>
--	---

<b>PLO-2</b>	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
<b>PLO-5</b>	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs
<b>PLO-7</b>	Mastering the process of planning, implementing and evaluating non-formal education programs
<b>PLO-8</b>	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education
<b>PLO-12</b>	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics

<b>Program Objectives (PO)</b>
--------------------------------

<b>PO - 1</b>	Students have an understanding of education for the family, the concept of parental education, the role of parents in public education, the nature of the family as a subsystem of national education, the family as part of the tri-centre of education, and the role of family education in creating a society that loves to learn in order to carry out its role as an educator. and PNF managers.
<b>PO - 2</b>	Students are able to understand the role of family education in creating a society that loves learning in order to carry out its role as educators and PNF managers

<b>PLO-PO Matrix</b>
----------------------

		P.O	PLO-2	PLO-5	PLO-7	PLO-8	PLO-12
	PO-1	✓	✓	✓	✓	✓	
	PO-2		✓	✓	✓	✓	✓

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>
---

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

<b>Short Course Description</b>	This course provides an understanding of education for families, the concept of parental education, the role of parents in public education, the nature of the family as a subsystem of national education, the family as part of the tri-centre of education, and the role of family education in creating a society that likes learning through explanations, discussions, assignments and practicum. An indicator of the success of this course is that students understand family education and parenting education well. This course provides an understanding of the history and concept of public education, the aims and content of public education, the nature of public education in the national education system, the field of public education, as well as SPEM and 10 benchmarks for public education through presentations, discussions and presentations.
---------------------------------	--

<b>References</b>	<b>Main :</b>
-------------------	---------------

1. Khairuddin. 2002. Sosiologi Keluarga. Yogyakarta: Liberty
2. William J. Goode. 2002. Sosiologi Keluarga. Jakarta: Bumi Aksara.
3. Elih Sudiapermana. 2013. Pendidikan Non Formal dan Informal. Bandung : Edukasia Press.
4. Abd. Rahman Assegaf. 2004. Pendidikan Tanpa Kekerasan. Yogya: Tiara Wacana Yogya.
5. Soerjono Soekanto. 2002. Sosiologi Suatu Pengantar. Jakarta: RajaGrasindo Persada
6. Pam Schiller & Tamera Bryant. 2002. The Value Book For Children. Jakarta: Penerbit PT Elex Media Komputindo

**Supporters:**

**Supporting lecturer**  
 Dr. Sjafiatul Mardiyah, S.Sos., M.A.  
 Dr. Ali Yusuf, S.Ag., M.Pd.  
 Widya Nusantara, 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	Understanding the Family as an Element in the Social Structure	Describe and give examples of: 1. Various views on the family 2. The family as a unique institution. 3. Social approach to research	<b>Criteria:</b> 1. Students graduate if they are able to: 2.1. Make a scheme of various views on the family 3.2. Share the characteristics of the Family as a distinctive institution 4.3. Contrasting various social approaches to family research  <b>Form of Assessment :</b> Participatory Activities	Discussion Lectures 2 X 50	Discussion Lectures 2 X 50	<b>Material:</b> Material about the Family as an Element in the Social Structure <b>Reader:</b> <i>Khairuddin. 2002. Sociology of the Family. Yogyakarta: Liberty</i>	3%
2	Understanding and determining forms of family origin and family functions	Formulate and give examples: A. Family Forms 1. Origin of the family 2. Theories of the origin of the family 3. Conditions for family growth 4. Nuclear and extended families 5. Forms of marriage B. Functions of the Family 1. Main functions 2. Changes in family function 3. Changing aspects of family function 4. Changes in the central function of the family	<b>Criteria:</b> 1. Students graduate if they are able to: 2.1. Categorize family forms. 3.2. Find family functions  <b>Form of Assessment :</b> Participatory Activities	Discussion Lectures 2 X 50	Discussion Lectures 2 X 50	<b>Material:</b> Material on Forms of Family Origin and Family Functions <b>Reference:</b> <i>William J. Goode. 2002. Sociology of the Family. Jakarta: Bumi Literacy.</i>	3%

3	Understanding and determining forms of family origin and family functions	Formulate and give examples: A. Family Forms 1. Origin of the family 2. Theories of the origin of the family 3. Conditions for family growth 4. Nuclear and extended families 5. Forms of marriage B. Functions of the Family 1. Main functions family 2. Changes in family function 3. Changing aspects of family function. 4. Changes in the central function of the family	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to: <ol style="list-style-type: none"> <li>2.1. Categorize family forms.</li> <li>3.2. Find family functions</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Lectures 2 X 50	Discussion Lectures 2 X 50	<p><b>Material:</b> Material on Forms of Family Origin and Family Functions <b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	3%
4	Understand and differentiate between various Non-Formal and Informal Education Thoughts	Summarize and create a scheme regarding Non-Formal and Informal Education Thought	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to make a diagram to compare:</li> <li>2. Traces of Thought on Non-Formal and Informal Education</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material about the differences between Non-Formal and Informal Education Thought <b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	3%
5	Understand and differentiate between various Non-Formal and Informal Education Thoughts	Summarize and create a scheme regarding Non-Formal and Informal Education Thought	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to make a diagram to compare:</li> <li>2. Traces of Thought on Non-Formal and Informal Education</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material about the differences between Non-Formal and Informal Education Thoughts <b>Reader:</b> <i>Abd. Rahman Assegaf. 2004. Education Without Violence. Yogya: Tiara Wacana Yogya.</i></p>	3%
6	Analyzing the Concept of Education in the Family and Social Problems	Connecting and comparing the Concept of Education in the Family and Social Problems	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to select and separate concepts: <ol style="list-style-type: none"> <li>2.1. Peace Education, an alternative.</li> <li>3.2. Peace is human right</li> <li>4.3. Liberalization and Democratization in Education</li> </ol> </li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Concept of Education in the Family and Social Problems <b>Reference:</b> <i>William J. Goode. 2002. Sociology of the Family. Jakarta: Bumi Literacy.</i></p>	3%

7	Analyzing the Concept of Education in the Family and Social Problems	Connecting and comparing the Concept of Education in the Family and Social Problems	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to select and separate concepts:</li> <li>2.1. Peace Education, an alternative.</li> <li>3.2. Peace is human right</li> <li>4.3. Liberalization and Democratization in Education</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material on the Concept of Education in the Family and Social Problems</p> <p><b>Reference:</b> <i>Abd. Rahman Assegaf. 2004. Education Without Violence. Yogya: Tiara Wacana Yogya.</i></p>	4%
8	UTS	Students are able to answer questions as fully as possible	<p><b>Criteria:</b> Students are able to understand 75 percent of the material</p> <p><b>Form of Assessment :</b> Test</p>	Written test 2 X 50	Written test 2 X 50	<p><b>Material:</b> Material about UAS</p> <p><b>Library:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	20%
9	Assessing Basic Morals for Children	Shows basic morals for children.	<p><b>Criteria:</b> Students graduate if they are able to make a diagram to compare children's basic morals</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material on Basic Morals for Children</p> <p><b>Reader:</b> <i>Pam Schiller &amp; Tamera Bryant. 2002. The Value Book For Children. Jakarta: Publisher PT Elex Media Komputindo</i></p>	4%
10	Assessing Basic Morals for Children	Shows basic morals for children.	<p><b>Criteria:</b> Students graduate if they are able to make a diagram to compare children's basic morals</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material on Basic Morals for Children</p> <p><b>Reader:</b> <i>Pam Schiller &amp; Tamera Bryant. 2002. The Value Book For Children. Jakarta: Publisher PT Elex Media Komputindo</i></p>	4%
11	Understanding Socialization in the Family	Explain and give examples of socialization in the family	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to select and show the relationship between:</li> <li>2.1. Study</li> <li>3.2. Adaptation to the environment</li> <li>4.3. Mental experience</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material on Socialization in the Family</p> <p><b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	4%

12	Understanding Family and Society	Explain and give examples of Family and Society	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to differentiate and look for relationships:</li> <li>2.1. Family and state</li> <li>3.2. Family and society.</li> <li>4.3. Family institutions in local community traditions</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material about Family and Society <b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	4%
13	Solving social problems in the family	Find and prove various solutions to social problems in the family	<p><b>Criteria:</b> Students are able to understand 75 percent of the material</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material about solving social problems in the family <b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	4%
14	Solving social problems in the family	Find and prove various solutions to social problems in the family	<p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material about solving social problems in the family <b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	4%
15	Compile a family casework.	Designing famseworkily c	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Students graduate if they are able to create a scheme regarding the points:</li> <li>2.a. Social issues, boundaries and understanding</li> <li>3.b. The parties who determine social problems</li> <li>4.c. The nature of social problems</li> <li>5.d. Poverty</li> <li>6.e. Crime</li> <li>7.f. Family Disorganization</li> <li>8.g. Family tensions</li> <li>9.h. Family crisis</li> <li>10.i. Young generation problems</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Discussion Presentation 2 X 50	Discussion Presentation 2 X 50	<p><b>Material:</b> Material about preparing family casework. <b>Reader:</b> <i>Elih Sudiapermana. 2013. Non-Formal and Informal Education. Bandung: Edukasia Press.</i></p>	4%
16	UAS	Students are able to answer questions as fully as possible	<p><b>Criteria:</b> Students are able to understand 75 percent of the material</p> <p><b>Form of Assessment :</b> Test</p>	Written test 2 X 50	Written test 2 X 50	<p><b>Material:</b> UAS Material <b>Reader:</b> <i>William J. Goode. 2002. Sociology of the Family. Jakarta: Bumi Literacy.</i></p>	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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.