



Universitas Negeri Surabaya
Fakultas Ilmu Pendidikan
Program Studi S1 Pendidikan Luar Sekolah

Kode Dokumen

SEMESTER LEARNING PLAN

| | | | | | | | | | | | | | | | | | |
|---|---|---|--|-------|-----------|----------------------------------|---------------------------|-------|---|---|----|----|----|----|----|----|----|
| Course | KODE | Rumpun MataKuliah | Bobot Kredit | | | SEMESTER | Tanggal Penyusunan | | | | | | | | | | |
| Identifikasi Kebutuhan dan Sumber Belajar | 8620503050 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 1 | 1 Januari 2023 | | | | | | | | | | |
| OTORISASI | Pengembang S.P | | Koordinator Rumpun matakuliah | | | Koordinator Program Studi | | | | | | | | | | | |
| | Dr. Ali Yusuf, S.Ag., M.Pd. ; Dr. I Ketut Atmaja Johny Artha, M.Kes. | | Dr. I Ketut Atmaja Johny Artha, M.Kes. | | | Rivo Nugroho, S.Pd., M.Pd. | | | | | | | | | | | |
| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO program Studi yang dibebankan pada matakuliah | | | | | | | | | | | | | | | | |
| | PLO-2 | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan | | | | | | | | | | | | | | | |
| | PLO-4 | Mengembangkan diri secara berkelanjutan dan berkolaborasi. | | | | | | | | | | | | | | | |
| | PLO-6 | Menguasai teknik pemberdayaan masyarakat untuk merencanakan dan menerapkannya pada program pendidikan non-formal | | | | | | | | | | | | | | | |
| | PLO-7 | Menguasai proses perencanaan, pelaksanaan dan mengevaluasi program pendidikan nonformal | | | | | | | | | | | | | | | |
| | PLO-8 | Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | |
| | PO - 1 | Memahami dan menguasai teori dan konsep tentang identifikasi Kebutuhan dan Sumber Belajar pada program Pendidikan Nonformal secara lengkap dan kontekstual sebagai aktualisasi dari prinsip-prinsip pembelajaran sepanjang hayat yang inovatif, kreatif, dan berkualitas. | | | | | | | | | | | | | | | |
| | PO - 2 | Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah melalui pengembangan pengetahuan Pendidikan Nonformal berdasarkan hasil analisis informasi dan data. | | | | | | | | | | | | | | | |
| | PO - 3 | Menguasai konsep dan prosedur pengembangan masyarakat melalui pendekatan pendidikan nonformal yang kritis, kreatif, kolaboratif, komunikatif, melek teknologi informasi (TI), serta berintegritas dan berkarakter. | | | | | | | | | | | | | | | |
| | PO - 4 | Mampu mengelola program Pendidikan Nonformal yang berlandaskan ketaqwaan, kemandirian, dan kewirausahaan sosial.a | | | | | | | | | | | | | | | |
| | Matrik PLO-PO | | | | | | | | | | | | | | | | |
| | | | PO | PLO-2 | PLO-4 | PLO-6 | PLO-7 | PLO-8 | | | | | | | | | |
| | | PO-1 | | | | | ✓ | ✓ | | | | | | | | | |
| | | PO-2 | | ✓ | | ✓ | | | | | | | | | | | |
| | PO-3 | ✓ | | ✓ | | | | | | | | | | | | | |
| | PO-4 | | | | ✓ | ✓ | ✓ | | | | | | | | | | |
| Matrik PO pada Kemampuan akhir tiap tahapan belajar (Sub-PO) | | | | | | | | | | | | | | | | | |
| | PO | Minggu Ke | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| | PO-1 | ✓ | ✓ | | | | | | ✓ | | | ✓ | | | | | |
| | PO-2 | | | | | | ✓ | | | ✓ | ✓ | | ✓ | | | | ✓ |
| | PO-3 | | | | ✓ | ✓ | | | | | | | | ✓ | ✓ | | |
| | PO-4 | | | ✓ | | | | ✓ | | | | | | | | | ✓ |
| Deskripsi Singkat Mata Kuliah | Mata kuliah ini memberikan pemahaman tentang konsep, teknik dan metode identifikasi kebutuhan dan sumber belajar bagi individu, lembaga dan masyarakat, serta pemanfaatannya untuk perencanaan program pendidikan non-formal yang ada di masyarakat. Perkuliahan dilakukan dengan memberikan penjelasan, diskusi, penugasan dan praktikum. indikator keberhasilan dari mata kuliah ini adalah mahasiswa mampu mengidentifikasi dan memetakan kebutuhan belajar masyarakat menyesuaikan dengan potensi yang ada pada masyarakat tersebut, kemudian mahasiswa mampu menyusun program pendidikan non formal yang sesuai. | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | | | | | | | | | | | | | | | | |

1. I Ketut Atmaja dkk. 2020. Identifikasi kebutuhan dan sumber belajar pendidikan non formal dan informal. CV Beta Aksara
2. Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.
3. Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.
4. Maslow, A. 1954. Motivation and personality. New York: Harper & Row.
5. Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.
6. Need Assessment And Holistic Planning http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198105_kaufman.pdf

Pendukung :

Dosen Pengampu Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes.
Widya Nusantara, S.Pd., M.Pd.

| Minggu Ke- | Kemampuan akhir tiap tahapan belajar (Sub-PO) | Penilaian | | Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) |
|------------|--|---|--|--|--|--|---------------------|
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students are able to understand several theoretical views about learning needs | Students are able to describe basic needs theory, classify the taxonomy of needs (general human needs and learning needs); | <p>Criteria: Students graduate if they can answer multiple choice questions correctly up to 75%.</p> <p>Form of Assessment : Participatory Activities</p> | Lectures/Questions and answers and assignments 3 X 50 | Lectures/Questions and answers and assignments 3 X 50 | <p>Material: Human needs theory</p> <p>References: I Ketut Atmaja et al. 2020. Identification of learning needs and resources for non-formal and informal education. CV Beta Aksara</p> | 3% |
| 2 | Students are able to classify the concept of desires and the concept of needs | Students are able to describe the foundations and aspects of basic needs | <p>Criteria: Students pass if they mention and explain aspects of basic needs.</p> <p>Form of Assessment : Participatory Activities</p> | Lectures and Questions and Answers 3 X 50 | Lectures and Questions and Answers 3 X 50 | <p>Material: the concept of desire and the concept of need</p> <p>Reference: Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.</p> | 3% |
| 3 | Students are able to understand several basic views and aspects regarding the identification of PNF learning needs | Students are able to identify learning needs, priorities and goals, describe the meaning of learning needs analysis, explain the importance of analyzing PNF learning needs and resources | <p>Criteria: Students graduate if they can provide answers regarding identification of needs and objectives of learning needs analysis orally reaching 75%.</p> <p>Form of Assessment : Participatory Activities</p> | 1. Lecture 2. Questions and Answers 3 X 50 | 1. Lecture 2. Question and Answer | <p>Material: identification of needs and objectives, verbal learning needs analysis reached 75%.</p> <p>References: Kettner, Moroney, and Martin, LL 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</p> | 3% |
| 4 | Students are able to describe the benefits of identifying community learning needs | Students are able to describe basic needs theory, Taxonomy of needs (general human needs and learning needs); | <p>Criteria: Students graduate if they can provide answers to the Taxonomy of Needs orally reaching 75%.</p> <p>Form of Assessment : Participatory Activities</p> | 1. Lecture 2. Questions and Answers 3 X 50 | 1. Lecture 2. Questions and Answers 3 X 50 | <p>Material: benefits of identifying community learning needs</p> <p>References: Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</p> | 3% |
| 5 | Students are able to categorize learning resources and targets of learning programs in the community | Students are able to describe the meaning of needs analysis, explain the importance of analyzing needs and PNF learning resources, identifying needs, priorities and goals; | <p>Criteria: 1. Students graduate if they can provide answers regarding the needs analysis and PNF learning resources 2. orally reached 75%.</p> <p>Form of Assessment : Participatory Activities</p> | 1. Lecture - Questions and Answers 3 X 50 | 1. Lecture - Question and Answer | <p>Material: needs analysis and learning resources</p> <p>References: Kettner, Moroney, and Martin, LL 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</p> | 3% |

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| 6 | Students are able to design basic level techniques for identifying community learning needs | Students are able to formulate missions, functions and tasks in a PLS unit program, design social analysis and identify social problems | Criteria: Students pass if they can provide answers regarding the ability to design social analysis and identify social problems verbally reaching 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | Material: social analysis and problem identification Library: <i>Need Assessment And Holistic Planning</i> http://www.ascd.org/... | 3% |
| 7 | Students are able to design advanced techniques for identifying community learning needs | Students are able to formulate missions, functions and tasks in a PLS unit program, design social analysis and identify social problems | Criteria: Students pass if they can provide answers about formulating the mission, functions and tasks in a PLS unit program and can explain the social analysis design and identify social problems orally reaching 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | | Material: advanced techniques for identifying community learning needs. Reference: <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i> | 4% |
| 8 | UTS | | Form of Assessment : Test | written exam 3 X 50 | 3 X 50 online exam | Material: community participation in learning Reference: <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i> | 20% |
| 9 | Students are able to implement the steps for identification and preparation of basic instruments | Students are able to develop instruments for identifying community learning needs using interview and observation techniques | Criteria: Students graduate if they prepare the instrument manual Form of Assessment : Participatory Activities | 1. Lecture 2. Question and answer 3. Discussion 3 X 50 | 1. Lecture 2. Question and answer 3. Discussion | Material: instrument guidelines References: <i>Kettner, Moroney, and Martin, LL 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i> | 4% |
| 10 | Students are able to apply techniques for measuring PNF learning needs using the PRA/ZOOP approach | Students are able to classify several techniques for measuring PNF learning needs, and are able to operate several techniques for measuring PNF learning needs | Criteria: Students pass if they can provide answers using several techniques for measuring PNF learning needs orally reaching 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | | Material: measuring PNF learning needs, able to operate several techniques for measuring PNF learning needs. Reference: <i>I Ketut Atmaja et al. 2020. Identification of learning needs and resources for non-formal and informal education. CV Beta Aksara</i> | 4% |
| 11 | Applying the PNF learning needs measurement method using the FGD approach | Students are able to operate several techniques for measuring PNF learning needs | Criteria: Students pass if they can provide cognitive answers classifying several techniques for measuring oral PNF learning needs reaching 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | | Material: assessment criteria References: <i>Kettner, Moroney, and Martin, LL 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i> | 4% |

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| 12 | Students are able to prepare needs identification instruments | Students are able to assess several techniques for measuring learning needs in accordance with the existing PLS unit program, and are able to compare several techniques for measuring learning needs. | Criteria: Students pass if they can provide answers using several techniques for measuring PNF learning needs orally reaching 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | | Material: needs identification instrument Reference: <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i> | 4% |
| 13 | Students can classify the basic procedures for identifying learning needs in society | Students are able to assess several techniques for measuring learning needs in accordance with the existing PLS unit program, and are able to compare several techniques for measuring learning needs. | Criteria: Students graduate if they can answer multiple choice questions correctly up to 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | | Material: identification of learning needs in society Reference: <i>Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.</i> | 4% |
| 14 | Students can test identification instruments on potential learning program targets | Students can prepare learning plans for the PLS unit program according to the results of the analysis of PNF learning needs and resources, and can report the results of learning planning for the PLS unit program according to the results of the analysis of PLS learning needs and resources. | Criteria: Students graduate if they can answer multiple choice questions correctly up to 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | | Material: identification instruments for potential learning program targets Library: <i>Need Assessment and Holistic Planning</i> http://www.ascd.org/... | 4% |

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| 15 | Students can prepare reports on the results of identifying learning needs systematically and in accordance with data and facts in the field | Students can prepare learning plans for the PLS unit program according to the results of the analysis of PNF learning needs and resources, and can report the results of learning planning for the PLS unit program according to the results of the analysis of PLS learning needs and resources. | Criteria: Students pass if they can provide answers using several techniques for measuring PNF learning needs orally reaching 75%. Form of Assessment : Participatory Activities | 1. Lecture 2. Question and Answer 3. Discussion 3 X 50 | 1. Lecture 2. Question and Answer 3. Discussion | Material: learning planning Library: <i>Need Assessment and Holistic Planning</i> http://www.ascd.org/... | 4% |
| 16 | | | Form of Assessment : Test | oral exam 3 x 50 | oral language | Material: non-formal learning design and its identification Reference: <i>Kettner, Moroney, and Martin, LL 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.</i> | 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.**