SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
LEADERSHIP AND SOCIAL ORGANIZATION		8620502223	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	5	August 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs
	PLO-6	Mastering community empowerment techniques to plan and apply them to non-formal education programs
	PLO-8	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education
	PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics
	Program Objectives (PO)	
	PO - 1	Understand and master theories and concepts about Leadership and Social Organization in Non-formal Education programs completely and contextually as the actualization of innovative, creative and quality lifelong learning principles.
	PO - 2	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 - 3	Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, cooperative, communicative, information technology (IT) literate, and has integrity and character.
	PO - 4	Able to manage Non-formal Education programs that are based on devotion, independence and social entrepreneurship.
	PLO-PO Matrix	

P.O	PLO-5	PLO-6	PLO-8	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 contains a study of Leadership and Social Organizations which includes: background on leadership and social organizations, as well as skills in managing Non-formal Education programs to solve problems that occur in society. To achieve this, several theories and applications include: leadership theory, social organization theory, as well as the main relationship between leadership and social organization studies and non-formal education. This course provides an understanding of the background of leadership and social organizations, with the aim of providing students with understanding and abilities and skills in managing out-of-school education programs as well as in resolving problems that occur in the implementation of out-of-school education. To achieve this, several theories and their applications include: leadership theory, social organization theory, as well as the main relationship between leadership and social organization studies and out-of-school education. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.

References	Main :	
	1. Argyle, M. 1973. Social Interaction. Chicago: Alderil Publishing Company. 2. Cartright, D dan Zandos, A. 1968. Group Dynamic. New York: Prentice Hall, Inc. 3. Moekijat. 1990. Dasar-Dasar Perilaku Organisasi. Jakarta: Mandar Maju. 4. Santoso, S. 2009. Teori-Teori Psikologi Sosial. Bandung Reflika Aditama. 5. Santoso, S. 2004. Dinamika Kelompok. Jakarta: Bumi Aksara. 6. Siagian, P. 1987. Teknik Menumbuhkan dan Memelihara Perilaku Organisasional. Jakarta: Haji Masagung. 7. Sumidjo, W. 1984. Kepemimpinan dan Motivasi. Jakarta: Ghalia Indonesia. 8. Thoha, M. 1982. Perilaku Organisasi. Jakarta: Rajawali. 9. Robbins, SP. 2001. Perilaku Organisasi, Konsep, Kontroversi, dan Aplikasi. Jilid 1. Jakarta: PT. Prenhallindo. 10. Gary Yukl. 1998. Kepemimpinan Dalam organisasi. Jakarta: PT. Prenhallindo.	
	Supporters:	

Supporting lecturer	Drs. Heru Siswanto, M.Si. 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	Understand and have insight into leadership and social organizations in an out-of-school/PNF education background	1. Leadership and social organization background 2. Problems in leadership and social organization	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Problem Solving Discussion Lecture 2 X 50	Problem Solving Discussion Lecture 2 x 50	**Material:** insights into leadership and social organizations in the background of out-of-school education/PNF **Library:** *Sumidjo, W. 1984. Leadership and Motivation. Jakarta: Ghalia Indonesia.*	3%
2	Understand and have insight into leadership and social organizations in an out-of-school/PNF education background	1. Leadership and social organization background 2. Problems in leadership and social organization	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	Problem Solving Discussion Lecture 2 X 50	Problem Solving Discussion Lecture, and Review of 2 X 50 material	**Material:** Leadership and social organizations in the background of out-of-school education/PNF **Reader:** *Gary Yukl. 1998. Leadership in organizations. Jakarta: PT. Prenhallindo.*	3%
3	Students are able to explain the concept of leadership	1. Explaining leadership theories from various experts 2. Explaining Leadership Types 3. Explain leadership style	**Criteria:** 1. Minimum attendance of 75% of 16 lecture meetings **Form of Assessment** : Participatory Activities	Discussion, Questions and Answers and Problem Solving 2 X 50	Discussion, Questions and Answers and Problem Solving 2 X 50	**Material:** Leadership concept **Reader:** *Gary Yukl. 1998. Leadership in organizations. Jakarta: PT. Prenhallindo.*	3%

4	Students can define and compare leadership theory approaches	Students can describe Trait Theory and state the basic characteristics of leadership according to Keith Davis Students can describe Situational Theory and Contingency Models and group leadership styles according to Fread Fiedler Students can describe Path-Goal Theory and name 4 leadership styles according to Paht-Goal Theory	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	DISCUSSION LECTURES 2 X 50	DISCUSSION LECTURES 2 X 50		3%
5	Students can define and compare leadership theory approaches	Students can describe Trait Theory and state the basic characteristics of leadership according to Keith Davis Students can describe Situational Theory and Contingency Models and group leadership styles according to Fread Fiedler Students can describe Path-Goal Theory and name 4 leadership styles according to Paht-Goal Theory	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	DISCUSSION LECTURES 2 X 50	DISCUSSION LECTURES 2 x 50	**Material:** definition and comparison of leadership theory approaches **Library:** *Moekijat. 1990. Basics of Organizational Behavior. Jakarta: Mandar Maju.*	3%
6	Students can define and compare leadership theory approaches	Students can describe Trait Theory and state the basic characteristics of leadership according to Keith Davis Students can describe Situational Theory and Contingency Models and group leadership styles according to Fread Fiedler Students can describe Path-Goal Theory and name 4 leadership styles according to Paht-Goal Theory	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	DISCUSSION LECTURES 2 X 50	LECTURE, DISCUSSION, and Review of 2 x 50 material	**Material:** definition and comparison of leadership theory approaches **Library:** *Moekijat. 1990. Basics of Organizational Behavior. Jakarta: Mandar Maju.*	3%

7	Students can define and compare leadership theory approaches	Students can describe Trait Theory and state the basic characteristics of leadership according to Keith Davis Students can describe Situational Theory and Contingency Models and group leadership styles according to Fread Fiedler Students can describe Path-Goal Theory and name 4 leadership styles according to Paht-Goal Theory	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	LECTURE HD DISCUSSION 2 X 50	Discussion lectures and 2 x 50 material reviews	**Material:** definition and comparison of leadership theory approaches. **Reference:** *Thoha, M. 1982. Organizational Behavior. Jakarta: Rajawali.*	4%
8	UTS	Students are able to understand all the material from meetings 1 to 7	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Test	Written test 2 X 50	Written test 2 x 50	**Material:** meeting material 1 to 7 **References:**	20%
9	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	2 X 50 discussion lectures	2 x 50 discussion lectures	**Material:** The nature of social organizations **References:** *Thoha, M. 1982. Organizational Behavior. Jakarta: Rajawali.*	4%
10	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	discussion lectures, and giving individual assignments 2 X 50	discussion lectures, and giving 2 x 50 individual assignments	**Material:** The nature of social organizations **References:** *Thoha, M. 1982. Organizational Behavior. Jakarta: Rajawali.*	4%
11	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	discussion lecture, review of 2 X 50 assignments	discussion lecture, review of assignments 2 x 50	**Material:** The nature of social organizations **Reference:** *Moekijat. 1990. Basics of Organizational Behavior. Jakarta: Mandar Maju.*	4%

12	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	lecture, discussion, question and answer 2 X 50	lecture, discussion, question and answer 2 x 50	**Material:** The nature of social organizations **Reference:** *Moekijat. 1990. Basics of Organizational Behavior. Jakarta: Mandar Maju.*	4%
13	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	lecture, individual assignment 2 X 50	lecture, individual assignment 2 x 50	**Material:** The nature of social organizations **Reference:** *Robbins, SP. 2001. Organizational Behavior, Concepts, Controversies, and Applications. Volume 1. Jakarta: PT. Prenhallindo.*	4%
14	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	lecture, discussion, question and answer, review of assignments 2 X 50	lecture, discussion, question and answer, review of assignments 2 x 50	**Material:** The nature of social organizations **Reference:** *Siagian, P. 1987. Techniques for Growing and Maintaining Organizational Behavior. Jakarta: Masagung Hajj.*	4%
15	Students can describe and explain the nature of social organizations	Students can explain the definition of organization from several figures. Students can explain the definition of society from several figures. Students can explain in detail the reasons for the importance of community organizing.	**Criteria:** Students are able to understand 75 percent of the material **Form of Assessment** : Participatory Activities	lecture, discussion, review of material 2 X 50	lecture, discussion, material review 2 x 50	**Material:** The nature of social organizations **Reference:** *Robbins, SP. 2001. Organizational Behavior, Concepts, Controversies, and Applications. Volume 1. Jakarta: PT. Prenhallindo.*	4%
16		Student understanding	**Criteria:** Students are able to answer questions correctly and are able to develop answers creatively and contextually **Form of Assessment** : Test	Written test 2 x 50	Written test 2 x 50	**Material:** meeting material 1-15 **References:**	30%

Evaluation Percentage Recap: Case Study

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.