



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
Lifelong Education	8620502128	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Heryanto Susilo, S.Pd., M.Pd ; Desika Putri Mardiani, M.Pd		Heryanto Susilo, S.Pd., 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-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																																			
	PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs																																																																																																																			
	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																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Understand and master the theories and concepts about lifelong education 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 by developing knowledge 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, collaborative, communicative, literate in information technology (IT), 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																																																																																																																				
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-5</th> <th>PLO-7</th> <th>PLO-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>				P.O	PLO-3	PLO-5	PLO-7	PLO-8	PO-1	✓	✓			PO-2			✓	✓	PO-3	✓	✓			PO-4			✓	✓																																																																																							
	P.O	PLO-3	PLO-5	PLO-7	PLO-8																																																																																																																
	PO-1	✓	✓																																																																																																																		
	PO-2			✓	✓																																																																																																																
PO-3	✓	✓																																																																																																																			
PO-4			✓	✓																																																																																																																	
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																					
	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td>✓</td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td> </tr> </tbody> </table>																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				✓										✓		
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 provides an understanding of history, meaning, the concept of lifelong learning, the thoughts of world figures and the implementation of lifelong learning in lifelong education through explanations, discussions and presentations.
---------------------------------	---

References	Main :
-------------------	---------------

1. Slamet Santoso .2010. Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri
2. Dave RH .1976. Foundation of Lifelong Education, New York. Perganon Press
3. Longworth, Norman and Davies,W.Keith.Lifelong learning :Learning london.Kogan Page.
4. Jarvis, Peter .2007. Globalisation, lifelong learning and the learning society : Sociological perspective.London and New York:Routledge. 2007.
5. Sudjana D .2006. Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procuton
6. Rogers A .2005. Non Formal Education, New York Klower Akademik Publisher
7. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003

Supporters:

Supporting lecturer

Dr. Heryanto Susilo, S.Pd., M.Pd.
Desika Putri Mardiani, 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 background and concept of lifelong education	1. Students are able to describe the historical background of lifelong education. 2. Students are able to describe the concept of lifelong education	Criteria: Students graduate if they can answer multiple choice questions correctly up to 75%. Form of Assessment : Participatory Activities	- Orientation and exposition by lecturer - 2 X 50 lectures	Lecture - question and answer		3%
2	Students are able to understand the definition and principles of lifelong education	1.1. Students are able to describe the definition of lifelong education 2.2. Students are able to describe the principles of lifelong education	Criteria: Students graduate if they can provide answers to the authenticity of lifelong education, describing the key elements of lifelong education, reaching 75%. Form of Assessment : Participatory Activities	- Lecture - Questions and Answers 2 X 50	-Lectures - questions and answers	Material: Definition of Lifelong Education Reference: Dave RH .1976. <i>Foundation of Lifelong Education, New York. Perganon Press</i> Material: Examples of lifelong education activities in everyday life. Reference: Longworth, Norman and Davies, W. Keith. <i>Lifelong learning: Learning London. Kogan Page.</i>	3%
3	Students are able to understand the authenticity and key elements of lifelong education	1.1. Students are able to describe the definition of lifelong education. 2.2. Students are able to describe the key elements of lifelong education	Criteria: Students graduate if they can provide answers to the authenticity of lifelong education, describing the key elements of lifelong education, reaching 75%. Form of Assessment : Participatory Activities	- Lecture - Question and answer 2 X 50	Power point presentation; question and answer	Material: history of the development of lifelong education Reference: Sudjana D .2006. <i>Non-formal Education: Insights, history of development, philosophy, supporting theories and principles, Bandung. Falah Production</i>	3%
4	1.Students are able to understand the meaning and essence of lifelong education 2.Students are able to describe lifelong educational activities that are beneficial to them and influence their spiritual experience	Students are able to describe the meaning and nature of lifelong education	Criteria: Students graduate if they can provide answers about the meaning and nature of lifelong education reaching 75%. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 2 X 50	Online presentation of the material - Game 2 x 50	Material: Foundations of thinking and implementation of lifelong education Reference: Dave RH .1976. <i>Foundation of Lifelong Education, New York. Perganon Press</i>	3%

5	Students are able to understand the overview of lifelong educational needs	Students are able to describe an overview of lifelong educational needs	<p>Criteria: Students graduate if they can provide answers to a review of their lifelong education needs orally reaching 75%.</p> <p>Form of Assessment : Participatory Activities</p>	1. Lecture 2. Question and answer 2 X 50	Presentation of material in power point - quiz 2 x 50	<p>Material: Review of Lifelong Education</p> <p>Bibliography: <i>Longworth, Norman and Davies, W. Keith. Lifelong learning : Learning london. Kogan Page.</i></p>	3%
6	Students are able to understand the implications of the principle of lifelong education	Students are able to describe the implications of the principle of lifelong education	<p>Criteria: Students graduate if they can provide answers about the implications of the principle of lifelong education orally reaching 75%.</p> <p>Form of Assessment : Participatory Activities</p>	1. Lecture 2. Question and answer 3. group presentation 2 X 50	group presentations and questions and discussions 2 x 50	<p>Material: Group I student presentation discussing the essence of lifelong education (The concept of human needs according to A. Maslo; Definition of learning needs; characteristics of lifelong learning; objectives of PSH; scope of PSH; PSH vertically and horizontally)</p> <p>References: <i>Jarvis, Peter .2007. Globalisation, lifelong learning and the learning society : Sociological perspective. London and New York: Routledge. 2007.</i></p>	3%
7	Students are able to understand the dimensions of adult attitudes and behavior according to lifelong education	Students are able to describe the dimensions of adult attitudes and behavior according to lifelong education	<p>Criteria: Students graduate if they can provide answers to the description of the concept of informal education orally reaching 75%.</p> <p>Form of Assessment : Participatory Activities</p>	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	<p>Material: Group II student presentation: Overview of Lifelong Education (PSH) which discusses (philosophical, ideological, sociological, economic, technological and cultural overview)</p> <p>References: <i>Rogers A. 2005. Non Formal Education, New York Klower Academic Publisher</i></p>	4%
8	Students are able to understand lifelong education strategies	Students are able to describe strategies for lifelong education	<p>Criteria: Students graduate if they can provide answers about lifelong education strategies orally reaching 75%.</p> <p>Form of Assessment : Test</p>	1. Lecture 2. Question and answer 3. group presentation and discussion 4. quiz 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	<p>Material: The Urgency of Lifelong Education</p> <p>Reference: <i>Slamet Santoso .2010. Collection of PLS Basic Concepts material. Not published. For a private</i></p> <p>Material: group III presentation: Background and basics of PSH; characteristics PSH; PSH objectives; The importance of PSH</p> <p>Library: <i>Longworth, Norman and Davies, W. Keith. Lifelong learning : Learning london. Kogan Page.</i></p>	20%

9	UTS		Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	Material: Group 4 presentation: Lifelong Education Strategy Reference: Rogers A. 2005. <i>Non Formal Education</i> , New York Klower Academic Publisher Material: PSH background; Theoretical, juridical and religious basis; PSH characteristics; PSH objectives; The Importance of PSH Pustaka: <i>National Education System Law No. 20 of 2003</i>	4%
10	Students are able to understand the pillars of education with the relevant knowledge of lifelong education	1. Students are able to describe the pillars of lifelong education. 2. Students are able to describe the relationship with relevant sciences.	Criteria: Students graduate if they can provide basic answers to lifelong learning in writing and get 75% correct answers. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 4. quiz 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	Material: Group 5 Presentation References: Longworth, Norman and Davies, W. Keith. <i>Lifelong learning : Learning london</i> . Kogan Page. Material: The Relationship between Lifelong Education and Educational Pathways Bibliography: Jarvis, Peter .2007. <i>Globalisation, lifelong learning and the learning society : Sociological perspective</i> . London and New York: Routledge. 2007. Material: Education Pathways in Indonesia; Differences in each educational pathway; the relationship between PSH and formal, informal and non-formal education; three education centers; the influence of media on lifelong education Reference: <i>National Education System Law No. 20 of 2003</i>	4%

11	Students are able to understand the background and basis of lifelong learning	1.1. Students are able to describe the background. 2.2. Students are able to describe the basis of lifelong learning	Criteria: Students graduate if they can provide answers to concepts and definitions orally reaching 75%. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	Material: Group 6 presentation: Lifelong Learning Process Reference: Rogers A. 2005. <i>Non Formal Education</i> , New York Klower Academic Publisher Material: Understanding the learning process; elements of the learning process; learning process objectives; success criteria; evaluation and influence of the learning process on lifelong learning outcomes Reference: Dave RH .1976. <i>Foundation of Lifelong Education</i> , New York. Perganon Press	4%
12	Students are able to understand the background concepts and definitions of lifelong learning	1. Students are able to describe the concept of lifelong learning. 2. Students are able to describe the definition of lifelong learning	Criteria: Students graduate if they can provide answers to characteristics and paradigms orally reaching 75%. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion 4. live quiz	Material: group 7 presentation: Lifelong learning process Library: Dave RH .1976. <i>Foundation of Lifelong Education</i> , New York. Perganon Press	4%
13	Students are able to understand the characteristics and paradigm of lifelong learning	1. Students are able to describe the characteristics of lifelong learning. 2. Students are able to describe the lifelong learning paradigm	Criteria: Students graduate if they can provide answers to characteristics and paradigms orally reaching 75%. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	Material: The essence of lifelong education for individuals and groups. References: Longworth, Norman and Davies, W. Keith. <i>Lifelong learning: Learning London</i> . Kogan Page.	4%
14	Students are able to understand the material and lifelong learning programs	1. Students are able to describe lifelong learning material. 2. Students are able to describe a lifelong learning program	Criteria: Students graduate if they can provide answers to lifelong learning material orally reaching 75%. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	Material: Types of lifelong education programs in society. References: Longworth, Norman and Davies, W. Keith. <i>Lifelong learning: Learning London</i> . Kogan Page.	4%

15	Students are able to understand about students/WB and the process of improving lifelong learning.	1. Students are able to describe students/WB for lifelong learning. 2. Students are able to describe the process of lifelong learning	Criteria: Students graduate if they can provide answers to the lifelong learning process orally reaching 75%. Form of Assessment : Participatory Activities	1. Lecture 2. Question and answer 3. group presentation and discussion 2 X 50	1. Lecture 2. Question and answer 3. group presentation and discussion	Material: Functions of lifelong education Reference: Rogers A. 2005. <i>Non Formal Education</i> , New York Klower Academic Publisher Material: Implications of lifelong education for improving human resources. References: Longworth, Norman and Davies, W. Keith. <i>Lifelong learning: Learning London</i> . Kogan Page. Material: Implications of lifelong education in the world of work Reference: Sudjana D .2006. <i>Non-formal Education: Insights, history of development, philosophy, supporting theories and principles</i> , Bandung. Falah Production	4%
16	Understanding the implementation of lifelong education	Student	Criteria: Students are able to answer questions correctly and are able to develop answers creatively and contextually Form of Assessment : Test	Final written test	Take the UAS home and collect it in a file on Google Drive	Material: lifelong education strategy, relationship between lifelong education and educational pathways. Reference: Slamet Santoso .2010. <i>Collection of PLS Basic Concepts material</i> . Not published. For a private	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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.