| | | | | | | Document Code |
|---|---|---|---|---|---|---|
| | **Universitas Negeri Surabaya**<br>**Faculty of Education,**<br>**Undergraduate Study Program in Out-of-School Education** | | | | | |

## SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|
| **Non-Formal Education Management** | 8620503088 | Compulsory Study Program Subjects | **T=3** | **P=0** | **ECTS=4.77** | 4 | September 2, 2023 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
|---|---|---|---|
| | Dr. Widodo, M.Pd. ; Dr. Shobri Firman Susanto, M.Pd | Dr. Widodo, 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-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-13** | Able to internalize the entrepreneurial spirit creatively and innovatively |
| | **Program Objectives (PO)** | |
| | **PO - 1** | Students have an understanding and ability to apply the principles, concepts, meanings and thoughts of management figures |
| | **PO - 2** | Students have the ability to function in management using information and communication technology in the fields of training and community empowerment |
| | **PO - 3** | Able to act as an educator and manager in the fields of training, community empowerment, and non-formal and informal education |

**PLO-PO Matrix**

| P.O | PLO-5 | PLO-7 | PLO-13 |
|---|---|---|---|
| PO-1 | ✔ | ✔ | |
| PO-2 | | ✔ | ✔ |
| PO-3 | ✔ | ✔ | ✔ |

**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 | | | | | | | ✔ | ✔ | | | ✔ | | | | | ✔ |

| Short Course Description | This course provides understanding and abilities about theories, concepts, meanings, history, figures and their thoughts, management functions, as well as their implementation in Non-Formal and Informal Education programs through explanations, discussions and presentations. Lectures are carried out with material presentations, discussions and assignments. The indicator for this course is the student's ability to carry out management stages starting from planning, implementation, monitoring, to evaluation in its implementation in non-formal education programs. |
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| References | **Main :** |
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1. Pidarta, Made. 2005. Perencanaan Pendidikan Partisipatoris; dengan pendekatan sistem . Jakarta: Rineka Cipta.
2. Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.
3. Sudjana. 2004. Evaluasi program Pendidikan Luar Sekolah. Bandung: Falah Production.
4. Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition . USA: Prentice Hall.
5. Terry, George R .2012. Giude to Management, edisi terjemah "Prinsip-Prinsip Manajemen" oleh J. Smith. Jakarta:Bumi Aksara.
6. Tiple, A. Dale .2002. The Art and Science of Bussiner Management; Leadership (terj. Susanto Budidharmo). Jakarta: Gramedia Group.
7. Manullang. 1992. Dasar-dasar menajemen. Jakarta: Ghalia Indonesia.

| | Supporters: | |
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| | | |

| **Supporting lecturer** | Dr. Ali Yusuf, S.Ag., M.Pd.<br>Dr. Widodo, M.Pd.<br>Rivo Nugroho, S.Pd., M.Pd.<br>Dr. Rofik Jalal Rosyanafi, M.Pd. |
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| 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 understand the principles, concepts, meaning, overview of management, thoughts about management | Students are able to: define the meaning of PNF management, explain the historical process of management, explain the overview of PNF management. | **Criteria:**<br> Students pass if they are able to do 90% of the questions.<br><br>**Form of Assessment** : Participatory Activities | Dialogical presentation of material. 3 X 50 | Students listen to the lecturer's explanation then summarize the material presented by the lecturer 3x50 | **Material:** management developments. 2. Administration, management, leadership, humanitarian relations and organization<br>**Library:** *Sudjana. 2004. Evaluation of Out-of-School Education programs. Bandung: Falah Production.*<br><br>**Material:** management developments. 2. Administration, management, leadership, humanitarian relations and organization<br>**Library:**<br><br>**Material:** Management development; Administration, management, leadership, humanitarian relations and organization<br>**Library:** | 3% |

| | | | | | | | |
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| 2 | Students understand the principles, concepts, meaning, overview of management, thoughts about management | Students are able to: define the meaning of PNF management, explain the historical process of management, explain the overview of PNF management. | **Criteria:** Students pass if they are able to do 90% of the questions. **Form of Assessment** : Participatory Activities | Dialogical presentation of material. 3 X 50 | Students listen to the lecturer's explanation then summarize the material presented by the lecturer 3x50 | **Material:** management developments. 2. Administration, management, leadership, humanitarian relations and organization **Library:** *Sudjana. 2004. Evaluation of Out-of-School Education programs. Bandung: Falah Production.* <br><br> **Material:** management developments. 2. Administration, management, leadership, humanitarian relations and organization **Library:** <br><br> **Material:** Management development; Administration, management, leadership, humanitarian relations and organization **Library:** | 3% |
| 3 | Students understand the functions of PNF management; planning PNF programs, principles, stages of preparing plans. | 1.Capable students; determine the objectives of the PNF program, explain the stages in program planning, explain the principles of planning, 2.1. Students are able to describe the definition of non-formal education. 2. Students are able to describe the main objectives and functions of PNF 3. Students are able to describe the management and implementation of non-formal education | **Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Students make presentations made by groups assigned 3 x 50 | **Material:** PNF management functions; planning PNF programs, principles, stages of preparing plans. **Bibliography:** *Terry, George R. 2012. Guide to Management, translated edition of "Principles of Management" by J. Smith. Jakarta: Earth of Letters.* | 3% |
| 4 | | Students are able to describe non-formal education programs and units. | **Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Student presentations are made by each group 4x50 | | 3% |

| 5 | Students are able to understand the meaning of planning | Students are able to describe non-formal education programs and units. | **Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Student presentations made by each group were 3 x 50 | **Material:** 1. Definition of planning 2. Functions and characteristics of planning 3. Classification of types of planning **Reference:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* | 3% |
|---|---|---|---|---|---|---|---|
| 6 | Students are able to understand the meaning of planning | 1.Students are able to describe non-formal education programs and units. 2.Students are able to describe what planning must be done in out-of-school education units | **Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Student presentations are made by each group 4x50 | **Material:** 1. Definition of planning 2. Functions and characteristics of planning 3. Classification of types of planning **Reference:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* <br><br> **Material:** Examples of out-of-school education units on a micro scale. **Reader:** *Sudjana. 2004. Evaluation of Out-of-School Education programs. Bandung: Falah Production.* | 3% |
| 7 | Students are able to understand the meaning of planning | 1. Students are able to describe the meaning of organizing 2. Students are able to describe the nature of organizations 3. Students are able to describe the principles of organizing 4. Students are able to describe forms of organization. | **Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities, Practice/Performance | Presentation of material by students, questions and answers, exploration of material by lecturers, 3X 50 portfolio | Student presentations made by each group were 3 x 50 | **Material:** 1. Definition of planning 2. Functions and characteristics of planning 3. Classification of types of planning **Reference:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* <br><br> **Material:** Examples of out-of-school education units on a micro scale. **Reader:** *Sudjana. 2004. Evaluation of Out-of-School Education programs. Bandung: Falah Production.* | 4% |

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|---|---|---|---|---|---|---|---|
| 8 | 1. Students understand leadership and motivation in driving the PNF program. 2. Students are able to understand the application of social organization in non-formal education units | 1. Capable students; explains the implementation of the program, mobilizes people, mentions the types of motivation in implementing the PNF program. 2. Students are able to explain the principles of organization in the PNF unit | **Criteria:** Students pass if they are able to give 80% correct. **Form of Assessment** : Test | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | student presentations by groups on duty 3x50 | **Material:** 1. Organizing concepts 2. Non-formal education units **Reader:** *Sudjana. 2004. Evaluation of Out-of-School Education programs. Bandung: Falah Production.* | 20% |
| 9 | 1. Students understand PNF leadership, models, leadership characteristics in the PNF program. 2. Students understand the material from meetings 1 to 8 | Students are able to answer and carry out the tasks given, including: 1. What PNF organizational units have you observed? 2. Describe planning theory and organizing theory based on existing literature and indicate the book and author. (I will share examples of books and can be used as references here, but you may use other book examples if available.) 3. Based on the theory you have referred to, describe the problems in the planning field which you think arise in the unit. PNF organization that you observe. (remember that the problems that arise must be adjusted to the planning theory that you have referred to) 4. Give theoretical solutions (based on existing planning theory) 4. Based on the theory that you have referred to, describe the problems that exist in any field of organizing that you think arises in the PNF organizational unit that you observe (remember that the problems that arise must be adjusted to the organizing theory that you have referred to) 5. Also provide theoretical solutions (based on existing organizing theories) | **Criteria:** Students graduate if they are able to answer questions 80% correctly. **Form of Assessment** : Participatory Activities, Practice/Performance | students do 3 X 50 assignments | Students work on assignments for 7 days | **Material:** 1. What PNF organizational units have you observed? 2. Describe planning theory and organizing theory based on existing literature and indicate the book and author. (I will share examples of books that can be used as references here, but you may use examples of other books if available.) 3. Based on the theory that you have referred to, describe the problems that exist in the planning field and what you think arise in the unit. PNF organization that you observe. (remember that the problems that arise must be adjusted to the planning theory that you have referred to) 4. Give theoretical solutions (based on existing planning theory) 4. Based on the theory that you have referred to, describe the problems that exist in any field of organizing that you think arises in the PNF organizational unit that you observe (remember that the problems that arise must be adjusted to the organizing | 4% |

theory that you have referred to) 5. Also provide theoretical solutions (based on existing organizing theories) **References:**

**Material:** 1. What PNF organizational units have you observed? 2. Describe planning theory and organizing theory based on existing literature and indicate the book and author. (I will share examples of books that can be used as references here, but you may use examples of other books if available.) 3. Based on the theory that you have referred to, describe the problems that exist in the planning field and what you think arise in the unit. PNF organization that you observe. (remember that the problems that arise must be adjusted to the planning theory that you have referred to) 4. Give theoretical solutions (based on existing planning theory) 4. Based on the theory that you have referred to, describe the problems that exist in any field of organizing that you think arises in the PNF organizational unit that you observe (remember that the problems that arise must be adjusted to the organizing theory that you have referred to) 5. Also provide theoretical solutions (based on existing organizing

| | | | | | | | theories) |
|---|---|---|---|---|---|---|---|
| | | | | | | | **References:** |
| **10** | 1.Students understand the function of program supervision, methods, parties who supervise the PNF program. 2.Students are able to understand the meaning of movement. | 1. Students are able to describe the meaning of movement. 2. Students are able to describe the type, function and purpose of movement. 3. Students are able to describe the aspects being driven 4. Students are able to describe the mobilization approach 5. Students are able to describe the mobilization steps | **Criteria:** Students graduate if they can answer questions 80% correctly.<br><br>**Form of Assessment** : Participatory Activities, Portfolio Assessment | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio | **Material:** Definition, types, functions and objectives, aspects that are driven, approaches and steps for activating **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* | 4% |
| **11** | 1.Students are able to understand the meaning of movement. 2.Students are able to understand the application of mobilization in non-formal education units. | 1. Students are able to explain the driving principles of non-formal education units. | **Criteria:** Students graduate if they can answer questions 80% correctly.<br><br>**Form of Assessment** : Participatory Activities, Portfolio Assessment | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 x50 | **Material:** Definition, types, functions and objectives, aspects that are driven, approaches and steps for activating **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.*<br><br>**Material:** Application of any approaches used in non-formal education **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* | 4% |

| 12 | Students are able to understand coaching in educational management | 1. Students are able to describe the concept of the meaning of coaching. 2. Students are able to describe the scope of coaching 3. Students are able to describe the coaching approach 4. Students are able to describe coaching procedures 5. Students are able to describe monitoring and reporting. | **Criteria:** Students graduate if they can answer questions 80% correctly. <br> **Form of Assessment** : Participatory Activities, Practice/Performance | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 x50 | **Material:** Learning material regarding the meaning of assessment, objectives, aspects of the program being assessed, assessment methods, data collection techniques. **Library:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* <br> **Material:** Coaching concept, scope, approach, procedures, monitoring and reporting. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* | 4% |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 13 | Students are able to understand coaching in non-formal education units | 1. Students are able to explain the principles of coaching in their application to non-formal education units. | **Criteria:** Students graduate if they can answer questions 80% correctly. <br> **Form of Assessment** : Participatory Activities, Practice/Performance | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio 3 x50 | **Material:** Meaning of coaching, scope, approach, monitoring and reporting procedures. **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* | 4% |
| 14 | Students are able to understand assessment in educational management and its application in non-formal education units | 1. Students are able to describe the purpose of the assessment 2. Students are able to describe the aspects of the program being assessed 3. Students are able to understand assessment methods 4. Students are able to describe data collection techniques 5. Students are able to describe categories of assessment approaches | **Criteria:** Students graduate if they can answer questions 80% correctly. <br> **Form of Assessment** : Portfolio Assessment, Practice / Performance | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, 3x50 portfolio | **Material:** Meaning of coaching, scope, approach, monitoring and reporting procedures. **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* | 4% |

| 15 | Students understand the Total Quality Management (TQM) MODEL. | Capable students; explains the definition of TQM in education, the importance of TQM in the PNF program | **Criteria:** Students graduate if they can answer questions 80% correctly.<br><br>**Form of Assessment** : Portfolio Assessment | Presentation of material by students, questions and answers, exploration of material by lecturers, 3 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, portfolio | | 4% |
| 16 | Students understand the management of the PNF program | all material | **Criteria:** all material passed 80%<br><br>**Form of Assessment** : Test | written test 3 X 50 | online test 3 X 50 | | 30% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|----|------------|-----------|
| 1. | Participatory Activities | 30% |
| 2. | Portfolio Assessment | 10% |
| 3. | Practice / Performance | 10% |
| 4. | 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.