SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PNF MANAGEMENT	8620504089		**T=4**	**P=0**	**ECTS=6.36**	4	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 that 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 principles, concepts, understanding, thoughts of management figures, management functions
	PO - 2	use information and communication technology in the fields of training, community empowerment, to be able to act as educators and managers 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 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			✔	✔		✔		✔	✔	✔	✔		✔	✔	✔	✔

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. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.

References	**Main :**	

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:	

Supporting lecturer	Dr. Soedjarwo, M.S. Dr. Shobri Firman Susanto, 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	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, Tests	Dialogical presentation of material. 4 X 50	lecture and question and answer 4x50	**Material:** 1. The origins of the development of management. 2. Administration, management, leadership, humanitarian relations and organization. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	5%
2	1.Students understand the management thinking of management figures 2.Students are able to understand the background and concepts of Educational Management	1.Students are able to state the thoughts of figures regarding PNF program management. 2.1. Students are able to describe the articulation and insight of educational management.	**Criteria:** 1.Students are successful if they can explain a figure's thoughts about management. 2.1. Students are able to describe the articulation and insight of educational management. **Form of Assessment** : Test	Dialogical presentation of material. 4 X 50	lectures and introductions	**Material:** 1. Articulation and insight into educational management.. **Library:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	5%
3	1.Students understand the functions of PNF management; planning PNF programs, principles, stages of preparing plans. 2.Students are able to understand formal education and its administration.	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** : Portfolio Assessment, Test	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	Presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio	**Material:** 1. Definition of non-formal education. 2. The main objectives and functions of non-formal education 3. Implementation of non-formal education. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	5%

4	Students understand the functions of PNF management; planning PNF programs, principles, stages of preparing plans.	Capable students; determine the objectives of the PNF program, explain the stages in program planning, explain the principles of planning,	**Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Form of Assessment** : Participatory Activities, Tests	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	lectures and material reviews	**Material:** 1. Definition of non-formal education program 2. Non-formal education unit. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	0%
5	1. Students understand the functions of PNF management; planning PNF programs, principles, stages of preparing plans. 2. Students are able to understand the meaning of planning	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 meaning of planning. 2. Students are able to describe the functions and characteristics of planning. 3. Students are able to describe the types of planning	**Criteria:** Students graduate if they can compose, name and explain 80% correctly. **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	Presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio	**Material:** 1. Definition of non-formal education program 2. Non-formal education unit. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* **Material:** 1. Definition of planning 2. Functions and characteristics of planning 3. Classification of types of planning **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	5%

6	Students are able to understand the planning carried out in out-of-school education units.	1.1. Students are able to describe the meaning of planning. 2. Students are able to describe the functions and characteristics of planning. 3. Students are able to describe the types of planning 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** : Practice/Performance, Test	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	Presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio	**Material:** 1. Definition of planning 2. Functions and characteristics of planning 3. Classification of types of planning **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* **Material:** Examples of out-of-school education units on a micro scale. **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.*	5%
7	Students are able to understand the dimensions of organizing	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** : Practice/Performance, Test	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	Presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio	**Material:** Examples of out-of-school education units on a micro scale. **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* **Material:** Definition of organization, nature of organization, principles of organizing, forms of organization. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	5%

| 8 | 1. Students are able to understand the dimensions of organizing
2. Students are able to understand the application of social organization in non-formal education units | 1.1. 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.
2. Students are able to explain the principles of organization in the PNF unit | **Criteria:**
Students graduate if they can compose, name and explain 80% correctly.
Form of Assessment : Practice/Performance, Test | Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio | Presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio | **Material:** Definition of organization, nature of organization, principles of organizing, forms of organization.
Reader: *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*

Material: 1. Organizing concepts 2. Non-formal education units
Reader: *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* | 5% |

| 9 | Students understand all the material from meetings 1 to 8 | students are able to answer: . 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. **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests | Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio | do assignments by going to an out-of-school education unit for 7 days | **Material:** meetings 1 to 8 **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.* | 20% |
| 10 | Students are able to understand the meaning of movement. | Capable students; mentions supervision, supervision process, criteria for effective supervision in PNF. | **Criteria:** Students graduate if they can answer questions 80% correctly. **Form of Assessment** : Participatory Activities, Tests | Presentation of material by students, questions and answers, exploration of material by lecturers, 4 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.* | 5% |

| 11 | Students are able to understand the meaning of movement. | 1. Students are able to explain the driving principles of non-formal education units. | **Criteria:** Students graduate if they can answer questions 80% correctly. **Forms of Assessment**: Participatory Activities, Practice/Performance, Tests | Presentation of material by students, questions and answers, exploration of material by lecturers, 4 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.* **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.* | 5% |

| 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. **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests | Presentation of material by students, questions and answers, exploration of material by lecturers, 4 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.* **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.* **Material:** Coaching concept, scope, approach, procedures, monitoring and reporting. **Bibliography:** *Terry, George R. 2012. Guide to Management, translated edition of "Principles of Management" by J. Smith. Jakarta: Earth of Letters.* | 5% |
| 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. **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests | Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio | presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio | **Material:** Meaning of coaching, scope, approach, monitoring and reporting procedures. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* | 5% |

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. **Form of Assessment** : Practice/Performance, Test	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio	**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.*	5%
15	Students are able to understand the development and application in non-formal education units.	1. Students are able to describe the relationship between development and other functions in management. 2. Students are able to describe the meaning and use of development and its application in non-formal education units. 3. Students are able to describe development approaches and strategies	**Criteria:** Students graduate if they can answer questions 80% correctly. **Form of Assessment** : Practice/Performance, Test	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio	presentation of material by students, questions and answers, exploration of material by lecturers, 4x50 portfolio	**Material:** Material about development functions, uses, approaches and strategies and how to apply them to non-formal education units. **Reader:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.*	5%
16	1.Students understand the management of the PNF program 2.Students understand and are able to apply everything from planning to evaluation and development	all material	**Criteria:** all material passed 80% **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	written test 4 X 50	written test a week	**Material:** all material **Library:** *Sudjana. 2004. Education Program Management; for Non-Formal Education and Human Resources Development. Bandung: Falah Production.* **Material:** all material from meetings 1 to 15 **References:** *Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.*	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	23.35%
2.	Portfolio Assessment	7.5%
3.	Practice / Performance	25.85%
4.	Test	43.35%
		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** 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.
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.