	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
Comparative Non-Formal Education	8620502158	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	1	January 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-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
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-7	Mastering the process of planning, implementing and evaluating non-formal education programs
PLO-11	Able to utilize technology and information in solving problems in accordance with their field of expertise
PLO-12	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics
Program Objectives (PO)	
PO - 1	Students are able to understand the basic concepts of education
PO - 2	Students are able to identify the implementation of informal non-formal education in Indonesia
PO - 3	Students can understand the implementation of informal non-formal education in several countries in the world
PO - 4	Students are able to be responsible for the decisions they have taken
PO - 5	Students are active in lectures and completing lecture projects

PLO-PO Matrix

P.O	PLO-1	PLO-3	PLO-7	PLO-11	PLO-12
PO-1	✔	✔			✔
PO-2	✔		✔		
PO-3			✔	✔	✔
PO-4	✔	✔			✔
PO-5	✔			✔	✔

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								✔								
PO-5									✔	✔	✔	✔	✔	✔		✔

Short Course Description	This course provides an understanding of the comparison of types of informal non-formal education programs in various countries (8 types of programs organized by the State of Indonesia), as well as the development of informal non-formal education programs in various countries through explanations, discussions and presentations, as well as assignments. Students are asked to look for information about various forms of non-formal and informal education in various countries in the world. An indicator of the success of this course is that students are able to summarize the forms and types of non-formal and informal education from various countries in the world, then are able to study them by comparing them with the provision of education in Indonesia. Furthermore, students can modify non-formal and informal education programs in Indonesia based on inspiration from these comparisons. Learning is carried out by lectures in class, utilizing various learning resources, and assessments are provided through various project assignments, and the final assignment is to create a book related to the implementation of non-formal and informal education from various countries.
References	**Main :**
	1. Imam Barnadib, 1981, Dasar-dasar Pendidikan Perbandingan, Yogyakarta 2. Sudomo M, Drs, MA, 1979, Mengenal Gagasan, Teori dan Sistem Pendidikan di Berbagai Negara, FIP IKIP Malang. 3. Yatim Riyanto, 2007. PNF di Berbagai Negara 4. Kas Mazurek, Margret A. Winzer, Czeslaw Majorek 1999. Education In A Global Society, A Comparative Perspective,Allyn And Bacon 5. Wynzer, Margret.2008. Education in a Global Society. The University of Michigan: Allyn and Baker.
	Supporters:
Supporting lecturer	Widya Nusantara, 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 basic concepts of education for all	1. Students are able to describe: 1. Historical overview (CE) 2. Meaning of CE 3. Definition of CE 4. Characteristics of CE 5. Scope of CE Analysis in CE 2.	**Criteria:** Students graduate if they are able to understand the meaning of education for all at least 90% **Form of Assessment** : Participatory Activities	Lecture/Question and answer and provision of Basic Education Concepts material for all 2 X 50	Lecture/Question and answer and provision of Basic Education Concepts material for all 2 X 50	**Material:** Basic Concepts of Non-Formal Education **Reference:** *Imam Barnadib, 1981, Basics of Comparative Education, Yogyakarta* **Material:** The concept of andragogy **Reference:** *Imam Barnadib, 1981, Basics of Comparative Education, Yogyakarta*	3%
2	Students are able to understand the background of non-formal education in ASIA	Students are able to tell about the educational background in ASIA	**Criteria:** Students graduate if they are able to explain the background of non-formal education in ASIA with good understanding **Form of Assessment** : Participatory Activities	Lecture/Question and answer and giving assignments 2 X 50	Lectures/Q&A and assignments 2 x 50	**Material:** Background to Non-formal Education in ASIA **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Educational Systems in Various Countries, FIP IKIP Malang.*	4%

3	Students are able to understand the background of non-formal education in ASIA	Students are able to tell about the educational background in ASIA	**Criteria:** Students graduate if they are able to explain the background of non-formal education in ASIA with good understanding **Form of Assessment** : Participatory Activities	Lecture/Question and answer and giving assignments 2 X 50	Lectures/Q&A and assignments 2 x 50	**Material:** Background to Non-formal Education in ASIA **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Educational Systems in Various Countries, FIP IKIP Malang.* **Material:** non-formal education issues in various countries **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Education Systems in Various Countries, FIP IKIP Malang.*	3%
4	Students are able to understand the background of non-formal education in ASIA	Students are able to tell about the educational background in ASIA	**Criteria:** Students graduate if they are able to explain the background of non-formal education in ASIA with good understanding **Form of Assessment** : Participatory Activities	group presentation and question and answer discussion 2 X 50	group presentation and question and answer discussion 2 x 50	**Material:** Background to Non-formal Education in ASIA **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Educational Systems in Various Countries, FIP IKIP Malang.* **Material:** non-formal education issues in various countries **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Education Systems in Various Countries, FIP IKIP Malang.*	3%

5	Students are able to understand the background of non-formal education in ASIA	Students are able to tell about the educational background in ASIA	**Criteria:** Students graduate if they are able to explain the background of non-formal education in ASIA with good understanding **Form of Assessment** : Participatory Activities	group presentation and question and answer discussion 2 X 50	group presentation and question and answer discussion 2 x 50	**Material:** Background to Non-formal Education in ASIA **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Educational Systems in Various Countries, FIP IKIP Malang.* **Material:** non-formal education issues in various countries **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Education Systems in Various Countries, FIP IKIP Malang.*	3%
6	Students are able to understand the background of non-formal education in ASIA	Students are able to tell about the educational background in ASIA	**Criteria:** Students graduate if they are able to explain the background of non-formal education in ASIA with good understanding **Form of Assessment** : Participatory Activities	group presentation and question and answer discussion 2 X 50	group presentation and question and answer discussion 2 x 50	**Material:** Background to Non-formal Education in ASIA **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Educational Systems in Various Countries, FIP IKIP Malang.* **Material:** non-formal education issues in various countries **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Education Systems in Various Countries, FIP IKIP Malang.*	3%

7	Students are able to understand the background of non-formal education in ASIA	Students are able to tell about the educational background in ASIA	**Criteria:** Students graduate if they are able to explain the background of non-formal education in ASIA with good understanding **Form of Assessment** : Participatory Activities	group presentation and question and answer discussion 2 X 50	group presentation and question and answer discussion 2 x 50	**Material:** Background to Non-formal Education in ASIA **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Educational Systems in Various Countries, FIP IKIP Malang.* **Material:** non-formal education issues in various countries **Reference:** *Sudomo M, Drs, MA, 1979, Getting to Know Ideas, Theories and Education Systems in Various Countries, FIP IKIP Malang.*	3%
8	UTS - Students are able to understand all the learning that has been carried out	Students are able to complete lecture assignments correctly and on time	**Criteria:** Students are fully responsible for completing their assignments **Form of Assessment** : Project Results Assessment / Product Assessment	UTS write 2 X 50	UTS online 2 X 50	**Material:** Paradigm theory of adult education **References:** *Kas Mazurek, Margret A. Winzer, Czeslaw Majorek 1999. Education In A Global Society, A Comparative Perspective, Allyn And Bacon*	20%
9	Students are able to understand the implementation of both formal and non-formal education in EUROPE	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	**Material:** Non-formal education in Europe **Reference:** *Yatim Riyanto, 2007. PNF in Various Countries*	4%
10	Students are able to understand the implementation of both formal and non-formal education in EUROPE	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	**Material:** non-formal education in Europe **Reference:** *Yatim Riyanto, 2007. PNF in Various Countries*	4%

11	Students are able to understand the implementation of both formal and non-formal education in EUROPE	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	**Material:** non-formal education in Europe **Reference:** *Yatim Riyanto, 2007. PNF in Various Countries*	4%
12	Students are able to understand the implementation of both formal and non-formal education in EUROPE	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in EUROPE and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	group presentation discussing both formal and non-formal education in EUROPE 2 X 50	**Material:** non-formal education in Europe **Reference:** *Yatim Riyanto, 2007. PNF in Various Countries*	4%
13	Students are able to understand the implementation of both formal and non-formal education in Australia	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in Australia	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in Australia and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in Australia 2 X 50	group presentation discussing both formal and non-formal education in Australia 2 X 50	**Material:** education in Australia **Reference:** *Wynzer, Margret.2008. Education in a Global Society. The University of Michigan: Allyn and Baker.*	4%
14	Students are able to understand the implementation of both formal and non-formal education in Australia	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in Australia	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in Australia and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in Australia 2 X 50	group presentation discussing both formal and non-formal education in Australia 2 X 50	**Material:** education in Australia **Reference:** *Wynzer, Margret.2008. Education in a Global Society. The University of Michigan: Allyn and Baker.*	4%
15	Students are able to understand the implementation of both formal and non-formal education in America	Students are able to explain well the knowledge they have built regarding both formal and non-formal education in America	**Criteria:** Students are able to explain well the knowledge they have built regarding both formal and non-formal education in America and complete their assignments actively **Form of Assessment** : Participatory Activities	group presentation discussing both formal and non-formal education in America 2 X 50	group presentation discussing both formal and non-formal education in America 2 X 50	**Material:** Education in America **References:** *Wynzer, Margret. 2008. Education in a Global Society. The University of Michigan: Allyn and Baker.*	4%
16		Students are able to do lecture assignments well and correctly	**Criteria:** Results of writing and compiling differences in the implementation of non-formal education abroad **Form of Assessment** : Project Results Assessment / Product Assessment	Collecting lecture assignments regarding articles on the implementation of non-formal education from various countries and making a 2 x 50 book	Collecting lecture assignments regarding articles on the implementation of non-formal education from various countries and making a 2 x 50 book		30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	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** 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.