



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
Pnf Basic Concepts	8620504076		T=4	P=0	ECTS=6.36	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Rivo Nugroho, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																															
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; text-align: center;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>																P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course provides an understanding of the basic concepts of Non-Formal Education, history, thoughts on PNF and informal figures, principles, characteristics of PNF, the relationship between PNF and the national education system so that people like to learn through explanations, discussions and presentations.
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References	Main :	
		<ol style="list-style-type: none"> 1. Slamet Santoso (2010) Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri 2. Dave RH (1976) Foundation of life long 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 Procution 6. Rogers A (2005) Non Formal Education, New York Klower Akademik Publisher 7. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003 8. Pramudia, Joni Rahmat. (2013). Belajar sepanjang hayat : Konsep, kebijakan dan Aplikasi dalam pendidikan Nonformal Menuju Masyarakat Berpengetahuan. 9. Sudiapermana Elih (2013) pemikiran tokoh-tokoh pendidikan nonformal informal. Bandung. EDUKASIA Press
	Supporters:	

Supporting lecturer	Dr. Wiwin Yulianingsih, S.Pd., 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 are able to understand the background and foundation of non-formal education	1. Students are able to describe their non-formal educational background. 2. Students are able to describe the foundations of non-formal education.	Criteria: Students graduate if they can answer multiple choice questions correctly up to 75%.	- Exploration - Lecture - Questions and Answers 4 X 50			0%
2	Students are able to understand the definition, nature and approach of non-formal education		Criteria: Students graduate if they mention and explain the definition, informal education approach	4 X 50			0%
3	Students are able to understand the development of non-formal education	1. Students are able to describe practitioners in society. 2. Students are able to describe the development of criticism of non-formal education. 3 Students are able to describe educational planners for development.	Criteria: Students graduate if they can provide answers about practitioners, the development of criticism of non-formal education and educational planners for development reaching 75%.	- Lecture - Question and answer 4 X 50			0%
4	Students are able to understand the thoughts of informal non-formal education figures, (part 1)	Students are able to describe the thoughts of figures: Malcom Kowles, Ivan Illich, Paulo Freire, Carl Ransom Rogers, Antonio Gramsci, Jean-Jacques Rousseau.	Criteria: Students graduate if they can provide answers about forms of social interaction orally reaching 75%.	- Lecture - Question and answer 4 X 50			0%
5	Students are able to understand the thoughts of informal non-formal education figures, (part 2)	Students are able to describe the thoughts of the characters: Jerome S Bruner, Johan Heinrich Pestalozzi, Rfedrich Froebel, Malcolm X, Hannah More, Nikola Grundtvig Severin Frederik, Bell Hooks.	Criteria: Students graduate if they can provide answers about forms of social interaction orally reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%
6	Students are able to understand the thoughts of informal non-formal education figures (Part 3)	Students are able to describe the thoughts of figures: Bruce Wayne Tuckman, William Lovett, Mahatma Gandhi, Robert Putman, Mary Carpter.	Criteria: Students pass if they can provide answers orally reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%
7	Students are able to understand the background, concept and definition of informal education	1. Students are able to describe the background of informal education. 2. Students are able to describe the concept of informal education	Criteria: Students graduate if they can provide answers to the description of the concept of informal education orally reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%

8	Students are able to understand the characteristics, components and main points of informal education	1. Students are able to describe the characteristics of informal education. 2. Students are able to describe the components of informal education. 3 Students are able to describe the main points of informal education	Criteria: Students graduate if they can provide answers about the characteristics, components and main points of informal education orally reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%
9	Midterm exam			4 X 50			0%
10	Students are able to understand the principles of informal education models and activities	1. Students are able to describe the principles of informal education. 2. Students are able to describe informal education models and activities.	Criteria: Students graduate if they can provide answers about the definition of community learner orally reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%
11	Students are able to understand the definition of community learning	Students are able to describe the definition of community learning.	Criteria: Students graduate if they can provide answers to 20 characteristics of community learning in writing through multiple choice questions reaching 75%.	- Lecture - Question and answer 4 X 50			0%
12	Students are able to understand 20 characteristics of community learning	Students are able to describe 20 characteristics of community learning	Criteria: Students graduate if they can provide written answers regarding the lifelong learning continuum process reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%
13	Students are able to understand technology, information society and knowledge society.	1. Students are able to describe technology and information society. 2. Students are able to describe the nature of an informed society including: a. Definition of a knowledgeable society. b. The role of information and communication technology c. Mindset and pillars of a knowledgeable society. d. Characteristics of a knowledgeable community e. Target knowledge society	Criteria: Students graduate if they can provide answers about the definition of community learner orally reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%
14	Students are able to understand community learning policies and practices	1. Students are able to describe community learning policies. 2. Students are able to describe community learning practices	Criteria: Students graduate if they can provide answers to 20 characteristics of community learning in writing through multiple choice questions reaching 75%.	- Lecture - Questions and Answers 4 X 50			0%

15	Students are able to understand the continuum process of lifelong learning as a learning community process	1. Students are able to describe the lifelong learning continuum process. 2. Students are able to describe the content of life skills. 3. Students are able to understand the substance, methods and sources of learning	Criteria: Students graduate if they can provide answers about society as a source of learning, targets for non-formal education and community empowerment orally reaching 75%.	- Lecture - Question and answer 4 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.