



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 Philosophy	8620502049	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	August 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs
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PLO-9	Able to empower the community and apply social entrepreneurship in the management of non-formal education unit institutions
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PLO-10	Able to communicate both in writing and orally in accordance with academic values, norms and ethics
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Program Objectives (PO)	
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PO - 1	Students have an understanding of the concepts and theories of understanding, methods and scope of philosophy, schools, ontology, epistemology and axiology in PNFI so they can act as educators and managers of non-formal and informal education
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PO - 2	Students are able to study philosophical knowledge in designing non-formal education programs
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PLO-PO Matrix	
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P.O	PLO-5	PLO-9	PLO-10
PO-1	✓	✓	✓
PO-2	✓	✓	✓

PO Matrix at the end of each learning stage (Sub-PO)	
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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 examines the understanding of the meaning of PNF philosophy, philosophical thinking methods, scope, types of philosophy used to study PNF, the scientific and professional foundations of PNF, as well as the principles of insight into the future of PNF and also the educational philosophy behind the PNF program in Indonesia through explanations, discussions, presentations and assignments. Assessment in this course is obtained from actively participating in lectures and also assessing test results, both mid-semester exams and final semester exams. An indicator of the success of this course is if students are able to philosophically examine the implementation of non-formal education programs.
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References	Main :
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1. Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.
2. Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production
3. _____. 2004. Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production
4. Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.
5. Mudyahardjo, Redja. 2001. Filsafat Ilmu Pendidikan. Bandung: PT Remaja Rosdakarya.
6. Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.

	Supporters:						
Supporting lecturer	Drs. Heru Siswanto, M.Si. Dr. Heryanto Susilo, S.Pd., M.Pd. Dr. Rofik Jalal Rosyanafi, 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	Mastering the basic concepts of philosophy in general and the philosophy of science	Students can explain the meaning, objectives, problems and scope of philosophy and philosophy of science	Criteria: Full marks are obtained if you can answer the questions above correctly. Form of Assessment : Participatory Activities	Contextual instruction Discussion 2 X 50	Lectures and questions and answers 2 x 50	Material: Understanding the basics of philosophy Reader: <i>Ahmad Tafsir. 2001. General Philosophy. Bandung: PT. Rosdakarya Teenager.</i>	3%
2	Mastering how philosophical thinking works and the characteristics of the philosophy of science	Students can explain the meaning, objectives, problems and scope of philosophy of science and methods of philosophical thinking	Criteria: Full marks are obtained if you can answer the questions above correctly. Form of Assessment : Participatory Activities	Contextual instruction Discussion 2 X 50	Group division, lecture and question and answer 2 x 50	Material: Characteristics of non-formal education philosophy Reference: <i>Sudjana, D. 2004. Non-formal education, insight, historical development, philosophy, supporting theories and principles. Bandung: Falah Production</i>	3%
3	Ability to explain general scientific conceptions	Students can explain the difference between science and knowledge, and the conditions for knowledge to be called science.	Criteria: 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.Scores in the range 1-4 are assigned to measure activity and accuracy of understanding, low (1), fair (2), good (3), very good (4). Form of Assessment : Participatory Activities	direct learning, 2 X 50 group discussions	Presentation and questions and answers 2 x 50	Material: Material about non-formal education management Library: _____. 2004. <i>Management of Educational Programs for Non-formal Education and Human Resource Development. Bandung: Falah Production</i>	3%

4	Understand the meaning and aspects of the PNF/PLS scientific ontology	Students can explain aspects of the PNF/PLS scientific ontology	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about the meaning and aspects of the scientific ontology of PNF/PLS</p> <p>Library: <i>Djokosujoso, Sutomo, et al. 1998. Study of the Scientific and Professional Foundations of Out-of-School Education (PLS). Surabaya: IKIP Surabaya Research Institute.</i></p>	3%
5	Understand the meaning and understanding of the epistemology of out-of-school education	Students can explain the epistemology of PLS	<p>Criteria: assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about the meaning of PLS epistemology.</p> <p>Library: <i>Tilaar, HAR. 1999. Education, Culture and Indonesian Civil Society. Bandung: PT. Rosdakarya Teenager.</i></p>	3%
6	Understanding the main points of PLS epistemology (continuation of the 5th meeting)	Can explain the main points of epistemology in the philosophy of science, especially regarding the basic concepts of science and sources of knowledge	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: material about the main points of PLS epistemology</p> <p>Reader: <i>Ahmad Tafsir. 2001. General Philosophy. Bandung: PT. Rosdakarya Teenager.</i></p>	3%
7	Understanding the implementation of epistemology in the PLS program	Can explain the main points of implementing epistemology in PLS programs	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material regarding the implementation of epistemology in the PLS program</p> <p>Library: <i>Sudjana, D. 2004. Non-formal education, insight, historical development, philosophy, supporting theories and principles. Bandung: Falah Production</i></p>	4%

8	Midterm Exam (UTS)	Students are able to explain by answering all written questions about: 1. The essence of philosophy 2. Characteristics of PLS Philosophy3. PLS4 Ontology. Epistemology of PLS5. Implementation of Epistemology in the PLS program	Criteria: UTS question answer rubric Form of Assessment : Test	Written test 2 X 50	written test 2 x50	Material: Understanding in depth the philosophy of PNF Library: <i>Sudjana, D. 2004. Non-formal education, insight, historical development, philosophy, supporting theories and principles. Bandung: Falah Production</i>	20%
9	Understand the main points of epistemology and its relationship with other social sciences	Can explain the main points of epistemology in the philosophy of science, especially regarding the boundaries of science and scientific methods	Criteria: 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4). Form of Assessment : Participatory Activities	Contextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	Material: Material about the main points of epistemology and its relationship with other social sciences. Reference: <i>Sudjana, D. 2004. Non-formal education, insight, historical development, philosophy, supporting theories and principles. Bandung: Falah Production</i>	4%
10	Understanding the main points of contemporary epistemology (development of current epistemological methods in PLS)	Can explain the main points of contemporary epistemology (development of current epistemological methods in PLS)	Criteria: 1.Written questions: 2.Full marks are given to correct answers. 3.observation guidelines 4.a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8.Description: low (1), fair (2), good (3), very good (4). Form of Assessment : Participatory Activities	Contextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	Material: Material about the main points of contemporary epistemology (development of current epistemological methods in PLS) References: _____. 2004. <i>Management of Educational Programs for Non-formal Education and Human Resource Development. Bandung: Falah Production</i>	4%

11	Understand the nature of truth and theories of truth	Able to explain the nature of truth and theories of truth	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about the nature of truth and theories of truth</p> <p>Reference: <i>Djokosujoso, Sutomo, et al. 1998. Study of the Scientific and Professional Foundations of Out-of-School Education (PLS). Surabaya: IKIP Surabaya Research Institute.</i></p>	4%
12	Understand axiology as an integral part of the philosophy of science	Can explain axiology as an integral part of the philosophy of science, including ethics and aesthetics	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	ontextual instruction Cooperative learning Discussion 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about axiology as an integral part of the philosophy of science</p> <p>Reference: <i>Djokosujoso, Sutomo, et al. 1998. Study of the Scientific and Professional Foundations of Out-of-School Education (PLS). Surabaya: IKIP Surabaya Research Institute.</i></p>	4%
13	Understanding axiology as an integral part of the philosophy of science (continued meeting 12)	Can explain axiology as an integral part of the philosophy of science, including ethics and aesthetics	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	ontextual instruction Cooperative learning 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about axiology as an integral part of the philosophy of science.</p> <p>Reference: <i>Tilaar, HAR. 1999. Education, Culture and Indonesian Civil Society. Bandung: PT. Rosdakarya Teenager.</i></p>	4%

14	Understand the impact of developing and utilizing PLS science	Can explain the ethical impact of the development and use of knowledge and the social and professional responsibilities of a scientist	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about the impact of the development and use of PLS knowledge. Library: <i>Mudyahardjo, Redja. 2001. Philosophy of Education. Bandung: PT Teen Rosdakarya.</i></p>	4%
15	Understanding the impact of the development and use of knowledge (continued meeting 14)	Can explain the ethical impact of the development and use of knowledge and the social and professional responsibilities of a scientist	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Written questions: 2. Full marks are given to correct answers. 3. observation guidelines 4. a score in the range 1-4 is assigned to measuring 5.1. liveliness 6.2. communication skills 7.3. accuracy of understanding 8. Description: low (1), fair (2), good (3), very good (4). <p>Form of Assessment : Participatory Activities</p>	Contextual instruction Cooperative learning 2 X 50	Presentation and questions and answers 2 x 50	<p>Material: Material about the impact of the development and use of PLS knowledge. Library: <i>Tilaar, HAR. 1999. Education, Culture and Indonesian Civil Society. Bandung: PT. Rosdakarya Teenager.</i></p>	4%
16	UAS	Students understand all the material	<p>Criteria: Writing question answer rubric</p> <p>Form of Assessment : Test</p>	Written test 2 X 50	Written test 2 x 50	<p>Material: Understanding the philosophy of non-formal education Reader: <i>Ahmad Tafsir. 2001. General Philosophy. Bandung: PT. Rosdakarya Teenager.</i></p>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	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** 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.