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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Non-Formal Education Professionalism	8620502059		T=2	P=0	ECTS=3.18	3	July 17, 2024

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

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	Understanding of the background, definitions, terms, characteristics, elements, relationship between science and profession, as well as the implications of the PLS profession.

References	Main :

1. Sutomo, Ds. Landasan Keilmuan dan Keprofesian PLS. Laporan Hasil Penelitian. Surabaya: University Press.
2. Raka Jono. Profesi Keguruan . Jakarta: Departemen P dan K.
3. Soedomo, M. PLS ke Arah Sistem Pengembangan Masyarakat . Jakarta: Departemen P dan K.
4. Suhartian, P. Profesi Guru.

	Supporters:

Supporting lecturer	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Dr. Heryanto Susilo, 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 are expected to understand the philosophy of the profession	1. Understand the philosophical basis of the PNF profession 2. Explain PNF theories 3. Explain the units and types of PNF programs	**Criteria:** Students are declared successful if 75% of the material presented and discussed can be answered comprehensively	- Lecture - Exploration - Exposition from the lecturer 2 X 50			0%

2	Students are expected to understand the philosophy of the profession	1. Understand the philosophical basis of the PNF profession 2. Explain PNF theories 3. Explain the units and types of PNF programs	**Criteria:** Students are declared successful if 75% of the material presented and discussed can be answered comprehensively	- Lecture - Exploration - Exposition from the lecturer 2 X 50				0%
3	Students are expected to understand the nature of the profession	1. Understand the definition of a profession 2. Explain the characteristics of a profession 3. Explain the professional approach	**Criteria:** Students are declared successful if 75% of the material presented and discussed can be answered comprehensively	- Presentation - Discussion and Question and Answer - Exposition 2 X 50				0%
4	Students understand the science of the PNF profession	1. Explain the ontology of the PNF profession 2. Explain the epistemology of the PNF profession 3. Explain the axiology of the PNF profession	**Criteria:** 1.Students are declared successful if: 2.1. 75% of students were able to explain the PNF ontology 3.2. 75% of students were able to explain the epistemology of PNF 4.3. 75% of students were able to explain the axiology of PNF	- Presentation - Discussion and Question and Answer - Exposition 2 X 50				0%
5	It is hoped that students understand the profile of PNF graduates	1. Understanding the PNF profession as an educator 2. Understanding the PNF profession as a manager 3. Explaining competencies as an educator and PNF manager	**Criteria:** Students are declared successful if 75% of the material presented and discussed can be answered comprehensively	- Presentation - Discussion and Question and Answer - Exposition 2 X 50				0%
6	Students understand the PNF's field of work as educators	1. Understand the job as a tutor 2. Understand the job as a tutor/instructor/trainer 3. Understand the job as a family planning instructor 4. Understand the job as a public health instructor 5. Understand the job as a tutor 6. Understand the job as a tutor 7. Understand work as a social educator 8. Understand work as a widyaiswara 9. Understand work as a facilitator in disadvantaged villages 10. Understand work as a social educator 11. Understand work as a community empowerment facilitator	**Criteria:** Students are declared successful if 75% of students are able to explain each area of PNF work	- Presentation - Discussion and Question and Answer - Exposition 2 X 50				0%
7								0%
8								0%
9								0%

No							
10	Students understand the PNF's field of work as educators	1. Understand the job as a tutor 2. Understand the job as a tutor/instructor/trainer 3. Understand the job as a family planning instructor 4. Understand the job as a public health instructor 5. Understand the job as a tutor 6. Understand the job as a tutor 7. Understand work as a social educator 8. Understand work as a widyaiswara 9. Understand work as a facilitator in disadvantaged villages 10. Understand work as a social educator 11. Understand work as a community empowerment facilitator	**Criteria:** Students are declared successful if 75% of students are able to explain each area of PNF work	- Presentation - Discussion and Question and Answer - Exposition 2 X 50			0%
11	UTS			2 X 50			0%
12	Students understand the PNF field of work as PNF program managers	1. Understand the job as an inspector. 2. Understand the manager of PNF programs	**Criteria:** Students are declared successful if 75% of students are able to explain each area of PNF work	- Presentation - Discussion and Question and Answer - Exposition 2 X 50			0%
13	Understanding the PNF professional organization	1. History of the PNF professional organization 2. Container of the PNF professional organization 3. The role of the PNF professional organization and its development 4. Challenges of the PNF professional organization in development	**Criteria:** Students are declared successful if 75% of the material presented and discussed can be answered comprehensively	- Presentation - Discussion and Question and Answer - Exposition 2 X 50			0%
14	Understanding the PNF professional organization	1. History of the PNF professional organization 2. Container of the PNF professional organization 3. The role of the PNF professional organization and its development 4. Challenges of the PNF professional organization in development	**Criteria:** Students are declared successful if 75% of the material presented and discussed can be answered comprehensively	- Presentation - Discussion and Question and Answer - Exposition 2 X 50			0%
15	Students understand the PNF profession in development	1. Understand the role of PNF in development 2. Explain the opportunities for the PNF profession in development 3. Explain the challenges of the PNF profession in development	**Criteria:** Students are declared successful if 75% of students are able to explain each area of PNF work	- Presentation - Discussion and Question and Answer - Exposition 2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.