



**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
Education Science	8620502239	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	January 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Widya Nusantara, S.Pd., M.Pd. ; Dr. Rivo Nugroho, S.Pd., M.Pd. ; Dr. Heryanto Susilo, S.Pd., M.Pd.		Dr. Heryanto Susilo, S.Pd., M.Pd.			Rivo Nugroho, S.Pd., M.Pd.	

**Learning model** Case Studies

**Program Learning Outcomes (PLO)** PLO study program which is charged to the course

<b>PLO-3</b>	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
<b>PLO-5</b>	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs
<b>PLO-7</b>	Mastering the process of planning, implementing and evaluating non-formal education programs
<b>PLO-12</b>	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics

**Program Objectives (PO)**

<b>PO - 1</b>	Applying educational expertise and utilizing science and technology in solving problems related to education theoretically and practically and adapting to the situations faced.
<b>PO - 2</b>	Master theoretical concepts about education in depth and be able to formulate procedural problem solving.
<b>PO - 3</b>	Make the right decisions based on information and data analysis and be able to guide in choosing various alternative solutions independently and in groups.
<b>PO - 4</b>	Responsible for one's own learning performance, agreement with group colleagues in understanding basic educational concepts theoretically and practically, and applying relevant educational theories in their field of study appropriately. Theoretical and practical and able to adapt to the situation at hand.

**PLO-PO Matrix**

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

**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					✓		✓						✓			✓

**Short Course Description** The Education Science course discusses the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education in formal and non-formal education. . This course discusses the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both at school and outside school. Lectures are carried out using case studies and blended learning. The assessment is carried out by means of question and answer and in writing. The indicator of achievement in this course is if students are able to study educational science in the realm of philosophy. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.

**References** Main :

1. Basri, Hasan. 2013. Landasan Pendidikan. Bandung: CV Pustaka Setia
2. Hasbullah. 2013. Dasar-dasar Ilmu Pendidikan. Jakarta: Rajawali Pers
3. Ihsan, Fuad. 2011. Dasar-Dasar Kependidikan. Jakarta: PT. Rineka Cipta
4. Mudyahardjo, Redja. 2011. Pengantar Pendidikan. Jakarta: PT Rajagrafindo Persada
5. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya
6. Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Afabeta
7. Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang
8. Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka
9. Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.
10. Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.
11. Driyarkara . 1980. Driyarkara tentang Pendidikan. Yogyakarta : Penerbit Kanisius.
12. John I. Goodlad,. Educational Renewal. San francisco : Jossey-Bass Publishers
13. John Dewey. 1950. Democracy and Education. New York : The Macmillan Company.
14. Roesminingsih, M. V., & Susarno, L. H. (2023). Memahami Ilmu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.
15. Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta : Penerbit Andi.

**Supporters:**

**Supporting lecturer**  
Rivo Nugroho, S.Pd., M.Pd.  
Dr. Heryanto Susilo, S.Pd., M.Pd.  
Widya Nusantara, 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	Understand the importance of basic education courses and basic educational concepts	1. Orientation of the Basics of Education course.2. Describe the basic concepts of education	<b>Criteria:</b> in accordance with the lecturer's recommendations based on creativity, innovation, normativeness and dynamic thought patterns.  <b>Form of Assessment :</b> Participatory Activities	Meetings 1 to 7 with Direct Learning Model and Lecture Method, Question and Answer and Individual Assignments 2 X 50	Meetings 1 to 7 with Direct Learning Model and Lecture Method, Question and Answer and Individual Assignments 2 X 50	<b>Material:</b> basics of education and basic concepts of education <b>Library:</b> <i>Hasbullah. 2013. Basics of Education. Jakarta: Rajawali Press</i>  <b>Material:</b> basics of education and basic concepts of education <b>Reader:</b> <i>Basri, Hasan. 2013. Foundations of Education. Bandung: CV Pustaka Setia</i>  <b>Material:</b> basics of education and basic concepts of education <b>References:</b> <i>Ihsan, Fuad. 2011. Basics of Education. Jakarta: PT. Rineka Cipta</i>	3%
2	Understanding Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describes the complete Indonesian human figure	<b>Criteria:</b> Attached to chapter 2 of Book 1 Educational Theory and Practice  <b>Form of Assessment :</b> Participatory Activities	Questions and answers and Group Discussions as well as individual assignments 2 X 50	lectures, questions and answers and group discussions as well as individual assignments 2 x 50	<b>Material:</b> Human Nature and Its Development <b>Reference:</b> <i>Mudyahardjo, Redja. 2011. Introduction to Education. Jakarta: PT Rajagrafindo Persada</i>  <b>Material:</b> Humans and their development <b>Literature:</b> <i>MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Bintang Surabaya</i>  <b>Material:</b> Human nature <b>Bibliography:</b> <i>MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Bintang Surabaya</i>	3%

3	Understanding Human Nature and Development	1. Describe the essential nature of humans 2. Describe the dimensions of human nature 3. Describe the development of human dimensions 4. Describes the complete Indonesian human figure	<b>Criteria:</b> 1. Present your paper, using the following steps: 2.1. Make a paper presentation in a maximum of 20 minutes along with questions and answers according to the moderator's directions 3.2. Pay attention to questions and input from other participants 4.3. Answer participants' questions and respond/record other participants' input  <b>Form of Assessment :</b> Participatory Activities	Questions and answers and Group Discussions as well as individual assignments 2 X 50	lectures, questions and answers and group discussions as well as individual assignments 2 x 50	<b>Material:</b> humans and the nature of humanity <b>Reference:</b> <i>Sadulloh, Uyoh, et al. 2014. Pedagogik (Educational Science). Bandung: Afabeta</i>  <b>Material:</b> the nature of human life <b>Reader:</b> <i>Arif Rohman. 2009. Understanding Education and Educational Sciences. Yogyakarta: Laksbang</i>  <b>Material:</b> humans and development <b>Reader:</b> <i>Arif Rohman. 2009. Understanding Education and Educational Sciences. Yogyakarta: Laksbang</i>	3%
4	Understanding the Nature of Education	1. Describe the meaning of education 2. Describe the Education Process 3. Describe and analyze the function of education	<b>Criteria:</b> 1. Full marks are obtained if you do all the questions correctly and with mental reasoning 2. Completeness of results reports and class presentations  <b>Form of Assessment :</b> Participatory Activities	Questions and answers, discussions and individual assignments. 2 X 50	lectures, questions and answers, discussions and individual assignments. 2 x 50	<b>Material:</b> The nature of education <b>Reference:</b> <i>Dwi Siswoyo et al. 2007. Educational Science. Yogyakarta: UNY Press. Dito Hadisusanto.</i>  <b>Material:</b> Educational issues <b>Reader:</b> <i>Suryati Sidharto, &amp; Dwi Siswoyo. 1995. Introduction to Educational Science. Yogyakarta: FIP IKIP YOGYAKARTA.</i>  <b>Material:</b> Education and media <b>Library:</b> <i>Mediatama. Department of Education and Culture. 1985. Education in Indonesia from Time to Time. Jakarta: Balai Pustaka</i>	3%
5	1. Describe the basis, objectives and functions of national education 2. Describe educational institutions 3. Describe educational programs and management	1. Describe the meaning of system 2. Describe the various systems 3. Describe education as a system	<b>Criteria:</b> 1. Completeness of results reports and class presentations 2.3  <b>Form of Assessment :</b> Participatory Activities	Discussion, Questions and Answers and Giving Individual Assignments 2 X 50	Lectures, Questions and Answers, Group Discussions, and Giving Individual Assignments 2 x 50	<b>Material:</b> Foundations, objectives, functions of national education <b>Bibliography:</b> <i>Imam Barnadib &amp; Sutari Imam Barnadib. 1996. Several Substantial Aspects of Educational Science. Yogyakarta: Andi Publisher.</i>  <b>Material:</b> Educational institutions <b>References:</b> <i>Roesminingsih, MV, &amp; Susarno, LH (2023). Understanding Education Science in Practice. Madiun: CV. Bayfa Indonesian Scholar.</i>  <b>Material:</b> educational programs and management <b>Library:</b> <i>John Dewey. 1950. Democracy and Education. New York: The Macmillan Company.</i>	3%

6	Understanding the national education system	1. Describe the basis, objectives, functions of national education. educational institutions 2. Describe educational programs and management	<b>Criteria:</b> 1.1. If an individual student can report more than 3 pages according to the provisions, they will be given a score of 80 2.2. If individual students can report according to the provisions of only 2 pages, they will be given a score of 75 3.3. If an individual student can report according to the provisions with only 1 page they will be given a score of 604. If an individual student can report according to the provisions with only 1 page they will be given a score of 0  <b>Form of Assessment :</b> Participatory Activities	Discussion, Questions and Answers and Giving Individual Assignments, Observations to SD 2 X 50	Giving Individual Assignments and Observations to SD 2 x 50	<b>Material:</b> National education system <b>References:</b> Mudyahardjo, Redja. 2011. <i>Introduction to Education</i> . Jakarta: PT Rajagrafindo Persada  <b>Material:</b> education in Indonesia <b>Reader:</b> Suryati Sidharto, & Dwi Siswoyo. 1995. <i>Introduction to Educational Science</i> . Yogyakarta: FIP IKIP YOGYAKARTA.	3%
7	1. Analyze the development of institutional/educational environments in Indonesia before and after independence.2. Describe the concept of education from various figures al: a. Ki Hajar Dewantarab. H. Achmad Dahlanc. Moch. Syafi 19id. R.A. Kartinie. Dewi Sartika2. Do the in-depth questions at the end of the mandatory book chapter/package book.	1. Describe the foundation of education2. Describe the historical basis3. Describe the philosophical basis.4. Describe the psychological basis5. Describe the sociological basis.6. Describe the cultural basis and Tut Wuri Handayani7. Describe the basis of science and technology	<b>Criteria:</b> 1. Students can submit assignments completely without looking at their accuracy, given a score of 85.2. Students who can submit assignments incompletely without looking at their accuracy are given a score of 753. Students who cannot submit assignments according to the provisions are given a score of 0...  <b>Form of Assessment :</b> Participatory Activities, Tests	Questions and answers & giving individual assignments 2 X 50	lectures, questions and answers & giving individual assignments 2 x 50	<b>Material:</b> institutional development/educational environment in Indonesia before and after independence <b>References:</b> MV Roesminingsih and Lamijan Hadi Susarno. 2015. <i>Educational Theory and Practice</i> . Surabaya: Bintang Surabaya  <b>Material:</b> Educational concepts from various figures <b>Library:</b> Arif Rohman. 2009. <i>Understanding Education and Educational Sciences</i> . Yogyakarta: Laksbang  <b>Material:</b> Concept of character education <b>Reference:</b> Driyarkara . 1980. <i>Driyarkara on Education</i> . Yogyakarta: Kanisius Publishers.	20%
8	Completion of answers to UTS questions. basics of education courses,	carried out carefully, correctly and systematically, rationally, logically,	<b>Form of Assessment :</b> Test	Written examination. 2 X 50	Written examination. 2 x 50	<b>Material:</b> meeting material 1 to 7 <b>References:</b>	4%
9	Understand the concept of teaching as a profession	1. Describe the meaning of teaching as a profession 2. Describe the responsibilities of teachers 3. Describe the duties of teachers 4. Describe the role of teachers 5. Describe the professional competence of teachers Describe the teacher's code of ethics	<b>Criteria:</b> The score is given according to the weight/quality delivered.  <b>Form of Assessment :</b> Participatory Activities	Questions and answers and giving group assignments. 2 X 50	Questions and answers and giving group assignments. 2 x 50	<b>Material:</b> Teachers and the educational profession <b>References:</b> Sadulloh, Uyoh, et al. 2014. <i>Pedagogik (Educational Science)</i> . Bandung: Afabeta  <b>Material:</b> Indonesian Education <b>Reader:</b> Arif Rohman. 2009. <i>Understanding Education and Educational Sciences</i> . Yogyakarta: Laksbang	4%

10	Understanding educational problems.	1 Describe theoretical problems 2 Describe practical problems 3 Describe practical problems in Indonesia 4. Describe efforts to overcome educational problems in Indonesia.	<b>Criteria:</b> While showing activeness in the lecture process and discussion process.  <b>Form of Assessment :</b> Participatory Activities	Questions and answers and giving group assignments and dialogue. 3 X 50		<b>Material:</b> Learning process in Indonesia <b>Reader:</b> Arif Rohman. 2009. <i>Understanding Education and Educational Sciences</i> . Yogyakarta: Laksbang  <b>Material:</b> Problems <b>Literature:</b> Dwi Siswoyo et al. 2007. <i>Educational Science</i> . Yogyakarta: UNY Press. Darto Hadisusanto.	4%
11	Understanding educational problems.	1 Describe theoretical problems 2 Describe practical problems 3 Describe practical problems in Indonesia 4. Describe efforts to overcome educational problems in Indonesia.	<b>Criteria:</b> While showing activeness in the lecture process and discussion process.  <b>Form of Assessment :</b> Participatory Activities, Tests	Questions and answers and giving group assignments and dialogue. 2 X 50	Questions and answers and giving group assignments and dialogue. 2 X 50	<b>Material:</b> Educational problems <b>Bibliography:</b> Imam Barnadib & Sutari Imam Barnadib. 1996. <i>Some Substantial Aspects of Educational Science</i> . Yogyakarta: Andi Publisher.  <b>Material:</b> Educational issues <b>Reader:</b> John Dewey. 1950. <i>Democracy and Education</i> . New York : The Macmillan Company.  <b>Material:</b> Education in Indonesia <b>Reference:</b> Driyarkara . 1980. <i>Driyarkara on Education</i> . Yogyakarta: Kanisius Publishers.	4%
12	Understanding educational innovation in Indonesia	1. Describe the concept of change and innovation. 2. Describe the meaning of educational innovation. 3. Describe the goals of innovation. 4. Describe the innovation cycle 5. Describe the problems that require educational innovation 6. Describe various educational innovation efforts in Indonesia 7. Describe the renewal of the education system for educational staff 8. Describe decision making in educational innovation. 9. Describe the obstacles in educational innovation 10. Describe resistance 11. Describe the factors that need to be considered in innovation to avoid rejection.	<b>Criteria:</b> 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses  <b>Form of Assessment :</b> Participatory Activities	Questions and answers and giving group assignments, field observations and case study assignments. 2 X 50	Questions and answers and giving group assignments, field observations and case study assignments.	<b>Material:</b> Library Learning Event Unit : Imam Barnadib & Sutari Imam Barnadib. 1996. <i>Several Substantial Aspects of Educational Science</i> . Yogyakarta: Andi Publisher.  <b>Material:</b> Education and innovation <b>References:</b> Sadulloh, Uyoh, et al. 2014. <i>Pedagogik (Educational Science)</i> . Bandung: Afabeta	4%

13	Understanding educational innovation in Indonesia	1. Describe the concept of change and innovation. 2. Describe the meaning of educational innovation. 3. Describe the goals of innovation. 4. Describe the innovation cycle. 5. Describe the problems that require educational innovation. 6. Describe various educational innovation efforts in Indonesia. 7. Describe the renewal of the education system for educational staff. 8. Describe decision making in educational innovation. 9. Describe the obstacles in educational innovation. 10. Describe resistance. 11. Describe the factors that need to be considered in innovation to avoid rejection.	<b>Criteria:</b> 1. Responsive to criticism and input, 2. Participants' activeness in providing individual responses  <b>Form of Assessment :</b> Test	Questions and answers and giving group assignments, field observations and case study assignments. 2 X 50		<b>Material:</b> Educational innovation in Indonesia <b>Reference:</b> Roesminingsih, MV, & Susarno, LH (2023). <i>Understanding Education Science in Practice</i> . Madiun: CV. Bayfa Indonesian Scholar.  <b>Material:</b> Educational innovation <b>Reference:</b> Dwi Siswoyo et al. 2007. <i>Educational Science</i> . Yogyakarta: UNY Press. Dirto Hadisusanto.	4%
14	Understanding character education	1. Describe the basis of the concept of character education. 2. Describe the basis of character values. 3. Describe the stages of character development.	<b>Criteria:</b> The process activities are carried out by students seriously.  <b>Form of Assessment :</b> Participatory Activities	Questions and answers, 2 X 50 group assignments	2 X 50	<b>Material:</b> Concept of character education <b>Reference:</b> Dwi Siswoyo et al. 2007. <i>Educational Science</i> . Yogyakarta: UNY Press. Dirto Hadisusanto.  <b>Material:</b> Stages of character development <b>Library:</b> Mediatama. Department of Education and Culture. 1985. <i>Education in Indonesia from Time to Time</i> . Jakarta: Balai Pustaka	4%
15	Understanding character education	1. Describe the basis of the concept of character education. 2. Describe the basis of character values. 3. Describe the stages of character development.	<b>Criteria:</b> The process activities are carried out by students seriously.  <b>Form of Assessment :</b> Participatory Activities	Questions and answers, 2 X 50 group assignments	Questions and answers, 2 x 50 group assignments	<b>Material:</b> Concept of character education <b>Reference:</b> John I. Goodlad. <i>Educational Renewal</i> . San Francisco: Jossey-Bass Publishers  <b>Material:</b> foundation of character values <b>Reader:</b> Imam Barnadib & Sutari Imam Barnadib. 1996. <i>Several Substantial Aspects of Educational Science</i> . Yogyakarta: Andi Publisher.  <b>Material:</b> Stages of character development <b>Reference:</b> Dwi Siswoyo et al. 2007. <i>Educational Science</i> . Yogyakarta: UNY Press. Dirto Hadisusanto.	4%

16	UAS		<b>Form of Assessment :</b> Test	UAS write 2 x 50	UAS online 2 x 50	<b>Material:</b> Education and the Nature of Education <b>Library:</b> <i>Driyarkara . 1980. Driyarkara on Education. Yogyakarta: Kanisius Publishers.</i> <hr/> <b>Material:</b> Education Science <b>Library:</b> <i>Suryati Sidharto, &amp; Dwi Siswoyo. 1995. Introduction to Educational Science. Yogyakarta: FIP IKIP YOGYAKARTA.</i>	30%
----	-----	--	-------------------------------------	---------------------	----------------------	--	-----

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.