



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 Seminars	8620503181	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	7	August 1, 2023																																																																																																														
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																															
	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. ; Rivo Nugroho, S.Pd., M.Pd. ; Dr. Widodo, M.Pd. ; Heryanto Susilo, S.Pd., M.Pd. dan 5 lainnya		Prof. Dr. Maria Veronika Roesminingsih, M.Pd.			Rivo Nugroho, S.Pd., M.Pd.																																																																																																															
Learning model	Project Based Learning																																																																																																																				
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																				
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																																																																																			
	PLO-4	Develop yourself continuously and collaborate.																																																																																																																			
	PLO-10	Able to communicate both in writing and orally in accordance with academic values, norms and ethics																																																																																																																			
	PLO-11	Able to utilize technology and information in efforts to solve problems in accordance with their field of expertise																																																																																																																			
	Program Objectives (PO)																																																																																																																				
	PO - 1	Students are able to develop actual research topics																																																																																																																			
	PO - 2	Students are able to use research methods that are appropriate to the research topic																																																																																																																			
	PO - 3	Students are able to compose scientific work as the embryo of their final project																																																																																																																			
	PO - 4	Students are able to present the results of their scientific writing																																																																																																																			
	PLO-PO Matrix																																																																																																																				
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-2</th> <th>PLO-4</th> <th>PLO-10</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table>						P.O	PLO-2	PLO-4	PLO-10	PLO-11	PO-1	✓		✓	✓	PO-2		✓	✓	✓	PO-3	✓	✓	✓	✓	PO-4	✓		✓	✓																																																																																					
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	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td>✓</td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td> </tr> </tbody> </table>																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									✓	✓	✓	✓	✓		✓	
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Short Course Description	This course is one of the courses in the PLS FIP Unesa Study Program, which is designed to develop students' insight into actual PLS problems, improve their ability to formulate and present problems and become active participants in seminars, and to improve their skills in holding seminars in the PLS field. The scope of this course covers actual issues or problems in the field of PLS which are outlined in one complete paper, consisting of identification and formulation of problems, development of a framework of thought, discussion, and recommendation conclusions. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.																																																																																																																				
References	Main : 1. Azahari, A. 1995. Materi Pokok Teknik Penulisan Ilmiah. Jakarta: Universitas Terbuka. 2. Lindsay, D. 1998. Penuntun Penulisan Ilmiah. Alih Bahasa oleh S.S.Achmadi. Universitas Indonesia Press, Jakarta 3. Yuzal, dkk 2001. Panduan Praktis Seminar. Jakarta: PT RajaGrafindo Persada 4. Tim penyusun buku pedoman penulisan skripsi program sarjana strata satu (S-1). 2014. Pedoman Penulisan Skripsi. Surabaya: Unesa University Press																																																																																																																				

	Supporters:						
Supporting lecturer	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. Dr. Sjafiatul Mardiyah, S.Sos., M.A. Dr. Widodo, M.Pd. Dr. Wiwin Yulianingsih, S.Pd., M.Pd. Rivo Nugroho, S.Pd., M.Pd. Dr. Heryanto Susilo, S.Pd., M.Pd. Widya Nusantara, 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	Students are able to orient PLS seminar lectures	1.explain the purpose of the PLS seminar lecture 2.explains the scope of the PLS seminar lectures 3.explains the PLS seminar lecture procedures	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Practice / Performance	lectures, questions and answers, and discussions in class 3	lectures, questions and answers, and discussions in class 3	Material: Material regarding the PLS seminar Library: Azahari, A. 1995. <i>Main Material of Scientific Writing Techniques</i> . Jakarta: Open University.	4%
2	Students understand the Seminar Organizing Process	1.explain the process of holding a seminar 2.carry out a comparative analysis of several terms related to seminars	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Practice / Performance	lectures, questions and answers, and discussions in class 3	lectures, questions and answers, and discussions in class 3	Material: Explaining the process of holding a seminar Reader: Lindsay, D. 1998. <i>Guide to Scientific Writing</i> . Translation by SSAchmadi. University of Indonesia Press, Jakarta	4%
3	Students are able to write seminar material papers	1.identify problems 2.formulate the problem 3.develop a frame of mind 4.write a discussion 5.draw up practical conclusions/recommendations	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Practice / Performance	lectures, questions and answers, and discussions in class 3	lectures, questions and answers, and discussions in class 3	Material: Writing papers for seminars References: Team for compiling guidebooks for writing undergraduate undergraduate thesis programs (S-1). 2014. <i>Thesis Writing Guidelines</i> . Surabaya: Unesa University Press	4%
4	Students are able to write seminar material papers	1.identify problems 2.formulate the problem 3.develop a frame of mind 4.write a discussion 5.draw up practical conclusions/recommendations	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Practice / Performance	lectures, questions and answers, and discussions in class 3	lectures, questions and answers, and discussions in class 3	Material: Writing papers for seminars References: Team for compiling guidebooks for writing undergraduate undergraduate thesis programs (S-1). 2014. <i>Thesis Writing Guidelines</i> . Surabaya: Unesa University Press	4%

5	Students are able to write seminar material papers	<ol style="list-style-type: none"> 1.identify problems 2.formulate the problem 3.develop a frame of mind 4.write a discussion 5.draw up practical conclusions/recommendations 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	lectures, questions and answers, and discussions in class 3	lectures, questions and answers, and discussions in class	<p>Material: Writing papers for seminars</p> <p>References: <i>Team for compiling guidebooks for writing undergraduate undergraduate thesis programs (S-1). 2014. Thesis Writing Guidelines. Surabaya: Unesa University Press</i></p>	4%
6	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1.Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. 2.Discusses issues and problems regarding PLS personnel and their development in the field. 3.Discusses issues and problems regarding the practice of implementing PLS in special school settings 4.Discusses issues and problems regarding the practice of implementing PLS in inclusive school settings 5.Discusses issues and problems regarding the development of the PLS professional organization 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 daily seminars		<p>Material: Organizing small-scale seminars</p> <p>Reference: <i>Yuzal, et al. 2001. Practical Seminar Guide. Jakarta: PT RajaGrafindo Persada</i></p>	4%
7	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1.Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. 2.Discusses issues and problems regarding PLS personnel and their development in the field. 3.Discusses issues and problems regarding the practice of implementing PLS in special school settings 4.Discusses issues and problems regarding the practice of implementing PLS in inclusive school settings 5.Discusses issues and problems regarding the development of the PLS professional organization 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 daily seminars		<p>Material: Organizing small-scale seminars</p> <p>Reference: <i>Yuzal, et al. 2001. Practical Seminar Guide. Jakarta: PT RajaGrafindo Persada</i></p>	4%
8	UTS	UTS	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS 3 X 50		<p>Material: UTS</p> <p>Library: <i>Yuzal, et al. 2001. Practical Seminar Guide. Jakarta: PT RajaGrafindo Persada</i></p>	20%

9	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1. Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. 2. Discusses issues and problems regarding PLS personnel and their development in the field. 3. Discusses issues and problems regarding the practice of implementing PLS in PNF UNITS AND PROGRAMS 4. Discusses issues and problems regarding the practice of implementing PLS in PNF UNITS AND PROGRAMS 5. Discusses issues and problems regarding the development of the PLS professional organization 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 daily seminars		<p>Material: Organizing small-scale seminars Reference: Yuzal, et al. 2001. <i>Practical Seminar Guide.</i> Jakarta: PT RajaGrafindo Persada</p>	4%
10	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1. Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. 2. Discusses issues and problems regarding PLS personnel and their development in the field. 3. Discusses issues and problems regarding the practice of implementing PLS in PNF PROGRAM UNITS 4. Discusses issues and problems regarding the practice of implementing PLS in PNF PROGRAM UNITS 5. Discusses issues and problems regarding the development of the PLS professional organization 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 daily seminars		<p>Material: Organizing small-scale seminars Reference: Yuzal, et al. 2001. <i>Practical Seminar Guide.</i> Jakarta: PT RajaGrafindo Persada</p>	4%
11	students are able to organize small scale seminars (class seminars)	<ol style="list-style-type: none"> 1. Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. 2. Discusses issues and problems regarding PLS personnel and their development in the field. 3. Discusses issues and problems regarding the practice of implementing PLS in PNF units and programs 4. Discusses issues and problems regarding the practice of implementing PLS in PNF units and programs 5. Discusses issues and problems regarding the development of the PLS professional organization 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 daily seminars		<p>Material: Organizing small-scale seminars Reference: Yuzal, et al. 2001. <i>Practical Seminar Guide.</i> Jakarta: PT RajaGrafindo Persada</p>	4%
12	students are able to organize small scale seminars (class seminars)	<ul style="list-style-type: none"> - Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. - Discuss issues and problems regarding PLS personnel and their development in the field. - Discuss issues and problems regarding the practice of administering PLS in PNF units and programs - Discuss issues and problems regarding the practice of administering PLS in PNF units and programs - Discuss issues and problems regarding the development of PLS professional organizations 	<p>Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 daily seminars		<p>Material: Organizing small-scale seminars Reference: Yuzal, et al. 2001. <i>Practical Seminar Guide.</i> Jakarta: PT RajaGrafindo Persada</p>	4%

13	students are able to organize small scale seminars (class seminars)	<ul style="list-style-type: none"> - Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. - Discuss issues and problems regarding PLS personnel and their development in the field. - Discuss issues and problems regarding the practice of administering PLS in PNF units and programs - Discuss issues and problems regarding the practice of administering PLS in PNF units and programs - Discuss issues and problems regarding the development of PLS professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	3 X 50 daily seminars		Material: Organizing small-scale seminars Reference: Yuzal, et al. 2001. <i>Practical Seminar Guide.</i> Jakarta: PT RajaGrafindo Persada	4%
14	students are able to organize small scale seminars (class seminars)	<ul style="list-style-type: none"> - Discusses issues and problems regarding PLS theory and concepts and their implications for practical purposes in the field. - Discuss issues and problems regarding PLS personnel and their development in the field. - Discuss issues and problems regarding the practice of administering PLS in PNF units and programs - Discuss issues and problems regarding the practice of administering PLS in PNF units and programs - Discuss issues and problems regarding the development of PLS professional organizations 	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Practice / Performance	3 X 50 daily seminars		Material: Organizing small-scale seminars Reference: Yuzal, et al. 2001. <i>Practical Seminar Guide.</i> Jakarta: PT RajaGrafindo Persada	4%
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16	UAS	UAS	Criteria: Rubric: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done Form of Assessment : Project Results Assessment / Product Assessment	UAS 3 X 50		Material: UAS Library: Azahari, A. 1995. <i>Main Material of Scientific Writing Techniques.</i> Jakarta: Open University.	24%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	50%
2.	Practice / Performance	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.

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.