	Universitas Negeri Surabaya Faculty of Education Undergraduate Guidance and Counseling Study Program	Document Code	

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Andragogy and Hetaugogy		8620102226	Study Program Elective Courses	T=0	P=0	ECTS=0	5	August 3, 2022
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		Dr. Bakhrudin All Habsy, M.Pd		Dr. Bakhrudin All Habsy, M.Pd		Dr. Evi Winingsih, S.Pd., M.Pd.		

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which is charged to the course	
	PLO-6	Mastering the concepts of education, psychology and research to base guidance and counseling services
	PLO-8	Able to apply the principles of individual growth and development in guidance and counseling services
	Program Objectives (PO)	
	PO - 1	Can provide educational and guidance services to adults in formal and non-formal educational institutions and the wider community based on scientific theories, principles and principles.
	PLO-PO Matrix	

P.O	PLO-6	PLO-8
PO-1	✔	✔

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	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Short Course Description	This course teaches students about theoretical and practical concepts regarding education and counseling for adults. Learning emphasizes active student involvement in attending lectures (student active learning) and is delivered through various case-based and project-based learning. Student success is determined on the basis of performance in following the lecture process and evaluation of learning outcomes. Performance in the lecture process is measured based on the number and quality of active participation, while performance in evaluation is measured based on two forms of exams, namely mid-semester exams and final semester exams. The assessment of these two forms of performance is based on the Surabaya State University evaluation guide. The study materials in this MK are: 1. Developmental tasks in the adult period 2. Adult education model based on an andragogical perspective (self-directed learning) and a heutagogical perspective (self-determined learning) 3. Real problems and needs of adults in the environment / surrounding community 4. Designing adult education programs based on problems identified from an andragogical perspective 5. Theory of deviant social behavior 6. Designing adult education programs based on scientific theories, principles and principles

References	Main :

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	Supporters:

1. Blaschke, L.M. 2012. Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. The International Review of Research in Open and Distance Learning, Vol. 13, No. 1. Tersedia: https://www.researchgate.net/publication/ 241891015_Heutagogy_and_Lifelong_Learning_A_Review_of_
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Supporting lecturer	Dr. Eko Darminto, M.Si. Dr. Retno Tri Hariastuti, M.Pd., Kons. Dr. Evi Winingsih, S.Pd., M.Pd. Muhammad Farid Ilhamuddin, 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 need for education and guidance in adult humans	1.Can describe developmental tasks in the adult period 2.Can identify various problems that arise during the period 3.Can describe physical, cognitive and emotional-social development in the adult period 4.Able to identify the needs of the adult period from various perspectives	**Criteria:** 1.- A score of 4 is given if mastery of the indicators is classified as good 2.- A score of 3 is given if mastery of the indicators is quite good 3.- A score of 2 is given if mastery of the indicator is classified as poor 4.- Give a score of 1 if you do not show mastery of the indicators 5.- Given a score of zero if you do not complete the assignment 6.- Score = (∑score:16) x 100 **Form of Assessment** : Participatory Activities	2 X 50 project based learning		**Material:** Characteristics of adult development: developmental tasks **References:** *Hoare, C. 20026. Handbook of Adult Development and Learning. New York: Oxford University Press. https://pls.fkip.unej.ac.id/...* **Material:** development of physical, cognitive, social-emotional aspects, various obstacles and problems in development, the need for education and assistance. **References:** *Simanjuntak, KJ 2012. Concepts and Learning Methods for Adults. Kharis Journal, Edition IX. Available: https://www.researchgate.net/...*	2%
2	Understand the need for education and guidance in adult humans	1.Can describe developmental tasks in the adult period 2.Can identify various problems that arise during the period 3.Can describe physical, cognitive and emotional-social development in the adult period 4.Able to identify the needs of the adult period from various perspectives	**Criteria:** 1.- A score of 4 is given if mastery of the indicators is classified as good 2.- A score of 3 is given if mastery of the indicators is quite good 3.- A score of 2 is given if mastery of the indicator is classified as poor 4.- Give a score of 1 if you do not show mastery of the indicators 5.- Given a score of zero if you do not complete the assignment 6.- Score = (∑score:16) x 100 **Form of Assessment** : Participatory Activities	2 X 50 project based learning		**Material:** Characteristics of adult development: developmental tasks **References:** *Hoare, C. 20026. Handbook of Adult Development and Learning. New York: Oxford University Press. https://pls.fkip.unej.ac.id/...* **Material:** development of physical, cognitive, social-emotional aspects, various obstacles and problems in development, the need for education and assistance. **References:** *Simanjuntak, KJ 2012. Concepts and Learning Methods for Adults. Kharis Journal, Edition IX. Available: https://www.researchgate.net/...*	3%
3	Understand the need for education and guidance in adult humans	1.Can describe developmental tasks in the adult period 2.Can identify various problems that arise during the period 3.Can describe physical, cognitive and emotional-social development in the adult period 4.Able to identify the needs of the adult period from various perspectives	**Criteria:** 1.- A score of 4 is given if mastery of the indicators is classified as good 2.- A score of 3 is given if mastery of the indicators is quite good 3.- A score of 2 is given if mastery of the indicator is classified as poor 4.- Give a score of 1 if you do not show mastery of the indicators 5.- Given a score of zero if you do not complete the assignment 6.- Score = (∑score:16) x 100 **Form of Assessment** : Participatory Activities	2 X 50 project based learning		**Material:** Characteristics of adult development: developmental tasks **References:** *Hoare, C. 20026. Handbook of Adult Development and Learning. New York: Oxford University Press. https://pls.fkip.unej.ac.id/...* **Material:** development of physical, cognitive, social-emotional aspects, various obstacles and problems in development, the need for education and assistance. **References:** *Simanjuntak, KJ 2012. Concepts and Learning Methods for Adults. Kharis Journal, Edition IX. Available: https://www.researchgate.net/...*	3%

4	Mastering theoretical models of adult education (self-directed learning/andragogy models) and self-determined learning/heutagogical models	1.Can describe an adult education model based on an andragogical perspective (self-directed learning). 2.Can describe an adult education model based on a heutagogical perspective (self-determined learning) 3.Can show the essential differences between pedagogy, andragogy, and heutagogy. 4.Can explain the strengths and weaknesses in andragogy and heutagogy models	**Criteria:** Give a score of 4 if you can show the answer correctly. Give a score of 3 if you can give an answer that tends to be correct. Give a score of 2 if you give an answer between right and wrong. Give a score of 1 if you give a wrong answer. Give a score of 0 if you don't do all the project tasks. **Form of Assessment** : Participatory Activities	2 X 50 project based learning		**Material:** - Adult learning model from an andragogical perspective. **Reference:** *Merriam, SB (tth). Andragogy and Self-Directed Learning: Pillars of Adult Learning. Available: https://www.pdfdrive.com/...* **Material:** - Adult learning model from a heutagogical perspective. **Reference:** *Hoase, S. & Kenyon, C. 2013. Self-determined learning: heutagogy in action. Available: https://www.pdfdrive.com/... heutagogy-in-action-*	3%
5	Mastering theoretical models of adult education (self-directed learning/andragogy models) and self-determined learning/heutagogical models	1.Can describe an adult education model based on an andragogical perspective (self-directed learning). 2.Can describe an adult education model based on a heutagogical perspective (self-determined learning) 3.Can show the essential differences between pedagogy, andragogy, and heutagogy. 4.Can explain the strengths and weaknesses in andragogy and heutagogy models	**Criteria:** Give a score of 4 if you can show the answer correctly. Give a score of 3 if you can give an answer that tends to be correct. Give a score of 2 if you give an answer between right and wrong. Give a score of 1 if you give a wrong answer. Give a score of 0 if you don't do all the project tasks. **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 project based learning		**Material:** - Adult learning model from an andragogical perspective. **Reference:** *Merriam, SB (tth). Andragogy and Self-Directed Learning: Pillars of Adult Learning. Available: https://www.pdfdrive.com/...* **Material:** - Adult learning model from a heutagogical perspective. **Reference:** *Hoase, S. & Kenyon, C. 2013. Self-determined learning: heutagogy in action. Available: https://www.pdfdrive.com/... heutagogy-in-action-*	3%
6	Mastering theoretical models of adult education (self-directed learning/andragogy models) and self-determined learning/heutagogical models	1.Can describe an adult education model based on an andragogical perspective (self-directed learning). 2.Can describe an adult education model based on a heutagogical perspective (self-determined learning) 3.Can show the essential differences between pedagogy, andragogy, and heutagogy. 4.Can explain the strengths and weaknesses in andragogy and heutagogy models	**Criteria:** Give a score of 4 if you can show the answer correctly. Give a score of 3 if you can give an answer that tends to be correct. Give a score of 2 if you give an answer between right and wrong. Give a score of 1 if you give a wrong answer. Give a score of 0 if you don't do all the project tasks. **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 project based learning		**Material:** - Adult learning model from an andragogical perspective. **Reference:** *Merriam, SB (tth). Andragogy and Self-Directed Learning: Pillars of Adult Learning. Available: https://www.pdfdrive.com/...* **Material:** - Adult learning model from a heutagogical perspective. **Reference:** *Hoase, S. & Kenyon, C. 2013. Self-determined learning: heutagogy in action. Available: https://www.pdfdrive.com/... heutagogy-in-action-*	3%
7	Mastering theoretical models of adult education (self-directed learning/andragogy models) and self-determined learning/heutagogical models	1.Can describe an adult education model based on an andragogical perspective (self-directed learning). 2.Can describe an adult education model based on a heutagogical perspective (self-determined learning) 3.Can show the essential differences between pedagogy, andragogy, and heutagogy. 4.Can explain the strengths and weaknesses in andragogy and heutagogy models	**Criteria:** Give a score of 4 if you can show the answer correctly. Give a score of 3 if you can give an answer that tends to be correct. Give a score of 2 if you give an answer between right and wrong. Give a score of 1 if you give a wrong answer. Give a score of 0 if you don't do all the project tasks. **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 project based learning		**Material:** - Adult learning model from an andragogical perspective. **Reference:** *Merriam, SB (tth). Andragogy and Self-Directed Learning: Pillars of Adult Learning. Available: https://www.pdfdrive.com/...* **Material:** - Adult learning model from a heutagogical perspective. **Reference:** *Hoase, S. & Kenyon, C. 2013. Self-determined learning: heutagogy in action. Available: https://www.pdfdrive.com/... heutagogy-in-action-*	3%
8	Mastering final skills 1 to 7	Final ability indicators 1 to 7	**Criteria:** Give a score of 4 if the answer is correct. Give a score of 3 if the answer is quite correct. Give a score of 2 if the answer has many mistakes. Give a score of 1 if the answer is wrong. Give a score of 0 if you don't do it. Score = (Total score: 20) x 100 **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Midterm exam 2 X 50		**Material:** Application of Andragogy and Heutagogy in Psychoeducation **References:** *Wang, VCX, farmer, L., Parker, J., & Golubski, PM 2012. Pedagogical and Andragogical Teaching and Learning with Information Communication. Available: https://www.pdfdrive.com/...*	20%

9	Able to design an adult education model in the form of psychoeducation based on real needs and an andragogy perspective	1. Can identify real problems and needs of adults in the surrounding environment/community 2. Can design an adult education program based on problems identified from an andragogical perspective 3. Can defend his/her design work logically in class discussions 4. Can improve the design based on input from the AS discussion process	**Criteria:** Given a score of 4 if the identification states realistic and actual needs of the target community, the draft educational plan refers to the identified needs and relevant theories. A score of 3 if the identification results appear not to be objective but the draft refers to theory. A score of 2 is given if the identification results appear not to be objective. and the design is logical but does not refer to theory. A score of 1 is given if the identification results do not appear to be objective and the design does not refer to needs and theory. A score of 0 is given if the design appears to have been carried out haphazardly. **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 project based learning		**Material:** Psychoeducational program design **Reader:** *Supriyanto. 2009 . Adult Education: From Theory to Application. Jakarta: Earth of Letters. Available: http://library.fis.uny.ac.id/... index.php?p=show_detail&id=1505* **Material:** Adult learning model from an andragogical perspective **Reader:** *Supriyanto. 2009 . Adult Education: From Theory to Application. Jakarta: Earth of Letters. Available: http://library.fis.uny.ac.id/... index.php?p=show_detail&id=1505*	4%
10	Able to design an adult education model in the form of psychoeducation based on real needs and an andragogy perspective	1. Can identify real problems and needs of adults in the surrounding environment/community 2. Can design an adult education program based on problems identified from an andragogical perspective 3. Can defend his/her design work logically in class discussions 4. Can improve the design based on input from the AS discussion process	**Criteria:** Given a score of 4 if the identification states realistic and actual needs of the target community, the draft educational plan refers to the identified needs and relevant theories. A score of 3 if the identification results appear not to be objective but the draft refers to theory. A score of 2 is given if the identification results appear not to be objective. and the design is logical but does not refer to theory. A score of 1 is given if the identification results do not appear to be objective and the design does not refer to needs and theory. A score of 0 is given if the design appears to have been carried out haphazardly. **Form of Assessment** : Participatory Activities	2 X 50 project based learning		**Material:** Psychoeducational program design **Reader:** *Supriyanto. 2009 . Adult Education: From Theory to Application. Jakarta: Earth of Letters. Available: http://library.fis.uny.ac.id/... index.php?p=show_detail&id=1505* **Material:** Adult learning model from an andragogical perspective **Reader:** *Supriyanto. 2009 . Adult Education: From Theory to Application. Jakarta: Earth of Letters. Available: http://library.fis.uny.ac.id/... index.php?p=show_detail&id=1505*	4%
11	Able to design an adult education model in the form of psychoeducation based on real needs and an andragogy perspective	1. Can identify real problems and needs of adults in the surrounding environment/community 2. Can design an adult education program based on problems identified from an andragogical perspective 3. Can defend his/her design work logically in class discussions 4. Can improve the design based on input from the AS discussion process	**Criteria:** Given a score of 4 if the identification states realistic and actual needs of the target community, the draft educational plan refers to the identified needs and relevant theories. A score of 3 if the identification results appear not to be objective but the draft refers to theory. A score of 2 is given if the identification results appear not to be objective. and the design is logical but does not refer to theory. A score of 1 is given if the identification results do not appear to be objective and the design does not refer to needs and theory. A score of 0 is given if the design appears to have been carried out haphazardly. **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 project based learning		**Material:** Psychoeducational program design **Reader:** *Supriyanto. 2009 . Adult Education: From Theory to Application. Jakarta: Earth of Letters. Available: http://library.fis.uny.ac.id/... index.php?p=show_detail&id=1505* **Material:** Adult learning model from an andragogical perspective **Reader:** *Supriyanto. 2009 . Adult Education: From Theory to Application. Jakarta: Earth of Letters. Available: http://library.fis.uny.ac.id/... index.php?p=show_detail&id=1505*	4%

No	Ability	Sub-ability	Assessment	Time		Material/Reference	Weight
12	Mastering the theory of deviant social behavior	Able to study theories of deviant social behavior	**Criteria:** A score of 4 is given if the assessment results state objective and actual data, the design draft is based on the results of the assessment and a guidance and counseling model for adults. A score of 3 is given if the assessment results state objective and actual data, the design draft is based on the assessment results, but the design model lacks refers to the guidance model for adults. Give a score of 2 if the assessment results are actual and objective, but the design is not linear with the assessment results and does not refer to the adult guidance model. Give a score of 1 if the assessment results do not state objective data, the design is based on data which is not objective, the design does not follow the adult guidance model. Give a score of 0 if the performance results appear careless or indicate plagiarism **Form of Assessment** : Participatory Activities	2 X 50 project based learning		**Material:** Psychoeducational program design **Reference:** *Simanjuntak, KJ 2012. Learning concepts and methods for adults. Kharis Journal, Edition IX. Available: https://www.researchgate.net/...* **Material:** Adult learning model from an andragogical perspective **Reader:** *Heryanto. 2017. Pedagogy, Andragogy and Heutagogy and their Implications for Community Empowerment. Educational Dynamics, Vol. XXII, No. 01, May 2017-65. Available: https://pdfcoffee.com/...*	4%
13	Mastering the theory of deviant social behavior	Able to study theories of deviant social behavior	**Criteria:** A score of 4 is given if the assessment results state objective and actual data, the design draft is based on the results of the assessment and a guidance and counseling model for adults. A score of 3 is given if the assessment results state objective and actual data, the design draft is based on the assessment results, but the design model lacks refers to the guidance model for adults. Give a score of 2 if the assessment results are actual and objective, but the design is not linear with the assessment results and does not refer to the adult guidance model. Give a score of 1 if the assessment results do not state objective data, the design is based on data which is not objective, the design does not follow the adult guidance model. Give a score of 0 if the performance results appear careless or indicate plagiarism **Form of Assessment** : Participatory Activities, Portfolio Assessment	2 X 50 project based learning		**Material:** Psychoeducational program design **Reference:** *Simanjuntak, KJ 2012. Learning concepts and methods for adults. Kharis Journal, Edition IX. Available: https://www.researchgate.net/...* **Material:** Adult learning model from an andragogical perspective **Reader:** *Heryanto. 2017. Pedagogy, Andragogy and Heutagogy and their Implications for Community Empowerment. Educational Dynamics, Vol. XXII, No. 01, May 2017-65. Available: https://pdfcoffee.com/...*	4%

14	Students are able to describe the factors that cause deviant social behavior	1.Able to explain the factors that cause deviant social behavior 2.Able to describe the factors that cause deviant social behavior	**Criteria:** A score of 4 is given if the assessment results state objective and actual data, the design draft is based on the results of the assessment and a guidance and counseling model for adults. A score of 3 is given if the assessment results state objective and actual data, the design draft is based on the assessment results, but the design model lacks refers to the guidance model for adults. Give a score of 2 if the assessment results are actual and objective, but the design is not linear with the assessment results and does not refer to the adult guidance model. Give a score of 1 if the assessment results do not state objective data, the design is based on data which is not objective, the design does not follow the adult guidance model. Give a score of 0 if the performance results appear careless or indicate plagiarism **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	2 X 50 project based learning		**Material:** guidance model for adults based on real needs and perspectives of andragogy and heutagogy **Reference:** *Blaschke, LM 2012. Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. The International Review of Research in Open and Distance Learning, Vol. 13, no. 1. Available: https://www.researchgate.net/... 241891015_Heutagogy_and_Lifelong_Learning_A_Review_of_*	4%
15	Students are able to describe the factors that cause deviant social behavior	1.Able to explain the factors that cause deviant social behavior 2.Able to describe the factors that cause deviant social behavior	**Criteria:** A score of 4 is given if the assessment results state objective and actual data, the design draft is based on the results of the assessment and a guidance and counseling model for adults. A score of 3 is given if the assessment results state objective and actual data, the design draft is based on the assessment results, but the design model lacks refers to the guidance model for adults. Give a score of 2 if the assessment results are actual and objective, but the design is not linear with the assessment results and does not refer to the adult guidance model. Give a score of 1 if the assessment results do not state objective data, the design is based on data which is not objective, the design does not follow the adult guidance model. Give a score of 0 if the performance results appear careless or indicate plagiarism **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance	2 X 50 project based learning		**Material:** guidance model for adults based on real needs and perspectives of andragogy and heutagogy **Reference:** *Blaschke, LM 2012. Heutagogy and Lifelong Learning: A Review of Heutagogical Practice and Self-Determined Learning. The International Review of Research in Open and Distance Learning, Vol. 13, no. 1. Available: https://www.researchgate.net/... 241891015_Heutagogy_and_Lifelong_Learning_A_Review_of_*	5%
16	UAS	1.Datap designs educational programs for adults based on scientific theories, principles and principles 2.Can provide educational and guidance services to adults in formal and non-formal educational institutions and the wider community based on scientific theories, principles and principles	**Criteria:** The more correct and complete the better **Form of Assessment** : Participatory Activities, Tests	End of semester exam 2 X 50		**Material:** Application of Andragogy and Heutagogy in Psychoeducation **References:** *Conaway, W. 2009. Andragogy: Does one size fit all? A study to determine the applicability of andragogical principles to adult learners of all ages. Dissertation. Available: https://scholarworks.waldenu.edu/..._*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.42%
2.	Project Results Assessment / Product Assessment	3.25%
3.	Portfolio Assessment	17.17%
4.	Practical Assessment	1.25%
5.	Practice / Performance	1.25%
6.	Test	21.67%
		99.01%

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.