



**Universitas Negeri Surabaya  
Faculty of Education Masters  
Program in Out-of-School Education**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Adult Education	8610504035	Compulsory Study Program Subjects	T=1	P=1	ECTS=4.48	1	July 17, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
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<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																						
	<b>Program Objectives (PO)</b>																																																																																																																						
	<b>PO - 1</b>	Demonstrate a religious attitude and appreciate the values of faith in studying and applying adult education concepts (S1)																																																																																																																					
	<b>PO - 2</b>	Able to communicate conceptual thoughts about adult education systematically (KU2)																																																																																																																					
	<b>PO - 3</b>	Able to apply the concept of adult education in the context of community outreach and empowerment work (P3, KU3)																																																																																																																					
	<b>PO - 4</b>	Able to design a social business model that applies the concept of adult education (P3, KK5)																																																																																																																					
	<b>PO - 5</b>	Mastering the concepts, principles, philosophy, characteristics and practices of adult education (P3)																																																																																																																					
	<b>PLO-PO Matrix</b>																																																																																																																						
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																							
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<b>Short Course Description</b>	This course studies the basics, concepts, philosophy and principles of adult learning that can be applied by extension workers in the community empowerment process, especially extension activities, which involve farmers as students. The material discussed in this course includes the meaning, assumptions and stages of implementing adult education; adult learning theory; philosophy, principles and motivation for adult learning; characteristics of good learning citizens and facilitators; adult learning methods, techniques and styles; as well as principles of adult learning evaluation.
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<b>References</b>	<b>Main :</b>
	<ol style="list-style-type: none"> <li>Knowles, M. S. (1980). The modern practice of adult education: From pedagogy to andragogy. Cambridge Adult Education.</li> <li>Savicevic, D. (2008). Convergence or divergence of ideas on andragogy in different countries. International Journal of Lifelong Education, 27(4), 361-378</li> <li>Merriam, S. B., Caffarella, R. S., &amp; Baumgartner, L. M. (2007). Learning in adulthood: A comprehensive guide. John Wiley &amp; Sons.</li> </ol>
	<b>Supporters:</b>

1. Patterson, M. B., Song, W., & Zhang, J. (2009). GED candidates and their postsecondary educational outcomes: A pilot study in Texas. *GED Testing Service Research Studies*, 2009-5.
2. Medel-Añonuevo, C., Ohsako, T., & Mauch, W. (2001). Revisiting lifelong learning for the 21st century. *UNESCO Institute for Education*.
3. Wang, V. C. X. (2017). Theory and practice of adult and higher education. *IAP*.
4. Marsick, V. J., & Watkins, K. E. (2001). Informal and incidental learning. *New directions for adult and continuing education*, 2001(89), 25-34.
5. Knowles, M. S. (1989). *The making of an adult educator: An autobiographical journey*. Jossey-Bass.
6. Rothwell, W.J. (2008). *Adult learning basics*. ASTD Press.
7. Apps, J. W. (1985). *Improving practice in continuing education*. Jossey-Bass.
8. Puspitasari, D. K., & Rudyanto, H. E. (2018). *Konsep dan aplikasi pendidikan nonformal*. Gramedia Widiasarana Indonesia.
9. Arifin, J. (2018). *Manajemen & kepemimpinan pendidikan*. Penerbit Luxima.
10. Susanto, A. (2017). *Pendidikan kejuruan*. PT Raja Grafindo Persada.
11. Ghufron, A. (2016). *Model pembelajaran inovatif berbasis teknologi informasi*. Cipta Pustaka Mandiri.
12. Indriyani, D. (2017). *Peningkatan mutu pendidikan vokasi di perguruan tinggi*. LPPM Unila.
13. Marwanto, D. (2016). *Peningkatan profesionalisme guru*. PT Indeks.
14. Nilson, L. B., & Goodson, L. A. (2018). *Online teaching at its best: Merging instructional design with teaching and learning research*. John Wiley & Sons.

**Supporting lecturer** Prof. Dr. Maria Veronika Roesminingsih, 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 understand the concept of education and adult education, as well as know the history of the development of adult education	Students are able to understand and interpret the concept of education and adult education, the history of the development of adult education	<p><b>Criteria:</b> Rubric for assessing student activity and participation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions 3 X 50		<p><b>Material:</b> Basic concepts, history, philosophy and strategic role of adult education. <b>Reference:</b> Knowles, MS (1980). <i>The modern practice of adult education: From pedagogy to andragogy</i>. Cambridge Adult Education.</p>	5%
2	Students are able to understand adult learning theory and the principles of adult education	Students are able to understand and interpret adult learning theory and adult education principles	<p><b>Criteria:</b> attached</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Brainstorming, discussion of 3 X 50 cases		<p><b>Material:</b> Characteristics and learning needs of adults <b>References:</b> Merriam, SB, Caffarella, RS, &amp; Baumgartner, LM (2007). <i>Learning in adulthood: A comprehensive guide</i>. John Wiley &amp; Sons.</p>	5%
3	Students are able to understand the adult teaching and learning process, methods and models of adult education	Students are able to understand and interpret the adult teaching and learning process, methods and models of adult education	<p><b>Criteria:</b> attached</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Practice designing a 3 X 50 program proposal		<p><b>Material:</b> Gender responsive adult education programs and social inclusion <b>References:</b> Medel-Añonuevo, C., Ohsako, T., &amp; Mauch, W. (2001). <i>Revisiting lifelong learning for the 21st century</i>. UNESCO Institute for Education.</p>	5%
4	Students are able to understand Adult Learners: what you need to know, The first session	Students are able to understand and interpret what needs to be known in adult learning, and know the first things in doing adult learning. Adult Learners: what you need to know is related to In The Learner's Mind, Managing Change, Aging, Motivation, The Essence of Learning Personality and Learning. The first session is related to before the first session, during the event, and after the first session.	<p><b>Criteria:</b> Rubric for assessing student activity and participation</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Case discussion, brainstorming 3 X 50		<p><b>Material:</b> Effective adult learning approaches and methods <b>References:</b> Marsick, VJ, &amp; Watkins, KE (2001). <i>Informal and incidental learning. New directions for adult and continuing education</i>, 2001(89), 25-34.</p>	5%

5	Students are able to understand Giving Feedback and Understanding Your Group	Design a social business model proposal	<b>Criteria:</b> Business model feasibility and innovation, product assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Practice designing a 3 X 50 business model proposal		<b>Material:</b> Social business models and entrepreneurship in the field of adult education <b>Reference:</b> <i>Rothwell, WJ (2008). Adult learning basics. ASTD Press.</i>	5%
6	Students are able to understand Facilitating	Students are able to understand and interpret facilitating in adult learning Facilitating 1. Is facilitating what this group needs? 2. Fake facilitation 3. And the real thing 4. Seeing in the process patterns 5. Contracting with your group 6. High-impact interventions 7. Confronting blockages 8. Handing tears 9. Self-disclosure 10. Managing participation	<b>Criteria:</b> Suitability and completeness of instruments, product assessment rubrics  <b>Form of Assessment :</b> Participatory Activities	Practice designing 3 X 50 instruments		<b>Material:</b> Monitoring and evaluation system for adult education programs <b>References:</b> <i>Apps, JW (1985). Improving practice in continuing education. Jossey-Bass.</i>	5%
7	Students are able to understand Action Learning and Problem Based Learning. Students are able to understand and interpret Action Learning Problem Based Learning in adult learning	Students are able to understand and interpret Action Learning Problem Based Learning in adult learning	<b>Criteria:</b> attached  <b>Form of Assessment :</b> Practical Assessment	Practice compiling 3 X 50 papers		<b>Material:</b> Application of adult education concepts in community empowerment programs <b>Reference:</b> <i>Savicevic, D. (2008). Convergence or divergence of ideas on andragogy in different countries. International Journal of Lifelong Education, 27(4), 361-378</i>	50%
8			<b>Form of Assessment :</b> Test	3 X 50			15%
9	Students are able to understand Delivering information: lecturing, demonstrating and blended learning and Design for learning	Students are able to understand and interpret Delivering information: lecturing, demonstrating and blended learning in adult learning	<b>Criteria:</b> Feasibility and program innovation, product assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Practice designing a 3 X 50 program proposal		<b>Material:</b> Job training program for skilled workers <b>Reference:</b> <i>Puspitasari, DK, &amp; Rudyanto, HE (2018). Concepts and applications of non-formal education. Gramedia Widiasarana Indonesia.</i>	5%
10	Students are able to understand Evaluating	Students are able to understand and interpret Evaluating in adult learning	<b>Criteria:</b> Suitability and completeness of modules, product assessment rubric	Practice designing 3 X 50 modules		<b>Material:</b> Competency-based learning module <b>Reference:</b> <i>Arifin, J. (2018). Educational management &amp; leadership. Luxima Publishers.</i>	50%
11	Students are able to understand Adult Education in Non-Formal Education Unit Institutions (Homeschooling/LKP/PKBM, etc.)	Students are able to understand and interpret Adult Education in Non-Formal Education Institutions (Homeschooling/LKP/PKBM, etc.)	<b>Criteria:</b> Depth and success of training, direct observation  <b>Form of Assessment :</b> Participatory Activities	Practice 3 X 50 skills training		<b>Material:</b> Job skills training for the general public <b>Reference:</b> <i>Susanto, A. (2017). Vocational education. PT Raja Grafindo Persada.</i>	5%

12	Students are able to understand the Evaluation of Adult Education in Non-Formal Education Unit Institutions	Students are able to understand and interpret evaluations of Adult Education in Non-Formal Education Institutions (Homeschooling/LKP/PKBM, etc.)	<b>Criteria:</b> Effectiveness of evaluation, direct observation  <b>Form of Assessment :</b> Practice / Performance	Discussion of 3 X 50 training evaluation		<b>Material:</b> Evaluation of job skills training <b>Reference:</b> Ghufron, A. (2016). <i>Innovative learning model based on information technology. Create Independent Library.</i>	5%
13	Students are able to understand the development of adult education in non-formal education units	Students are able to understand the development of adult education in non-formal education units	<b>Criteria:</b> Completeness and clarity of reports, product assessment rubrics  <b>Form of Assessment :</b> Participatory Activities	Practice compiling a 3 X 50 report		<b>Material:</b> Job skills training results report <b>Reference:</b> Indriyani, D. (2017). <i>Improving the quality of vocational education in tertiary institutions. LPPM Unila.</i>	5%
14	Students are able to understand the problems of adult education in non-formal education units	Students are able to understand and interpret the problems of adult education in non-formal education units	<b>Criteria:</b> Presentation skills, direct observation  <b>Form of Assessment :</b> Participatory Activities	Practice presenting the results of the 3 X 50 training		<b>Material:</b> Presentation of results of job skills training <b>Reference:</b> Marwanto, D. (2016). <i>Increasing teacher professionalism. PT Index.</i>	5%
15	Students are able to understand adult education strategies in non-formal education units	Students are able to understand and interpret adult education strategies in non-formal education units	<b>Form of Assessment :</b> Participatory Activities	Reflective, 3 X 50 discussion		<b>Material:</b> Learning reflection and feedback <b>References:</b> Nilson, LB, & Goodson, LA (2018). <i>Online teaching at its best: Merging instructional design with teaching and learning research. John Wiley &amp; Sons.</i>	5%
16			<b>Form of Assessment :</b> Participatory Activities				20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Project Results Assessment / Product Assessment	5%
3.	Practical Assessment	50%
4.	Practice / Performance	10%
5.	Test	15%
		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** 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.
- 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.

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.