



**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
Education and Training Development (Diklat)	8610504037		T=1	P=1	ECTS=4.48	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Wiwin Yulianingsih, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course			
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties		
	PLO-3	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		
	Program Objectives (PO)			
	PLO-PO Matrix			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-3</td> </tr> </table>		P.O	PLO-1
P.O	PLO-1	PLO-3		

PO Matrix at the end of each learning stage (Sub-PO)																																	
P.O	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="16">Week</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	This course discusses the concepts and theories of education and training, training models, designing effective training, methods and techniques in training, practicum implementing education and training using information and communication technology in the field of non-formal and informal education. Develop education and training according to community needs using modern training models, effective training in education and training.
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References	Main :	
		<ol style="list-style-type: none"> L. Leonard Nadler. 1994. Designing Training Program;The Critical Event Model (second edition) . New York: Taylor& Francis Publisher. Mustofa Kamil. 2010. Model Pendidikan dan Pelatihan (konsep dan aplikasi). Bandung: Alfabet. Malcolm Tight. 2004. Key Concepts in Adult Education and Training; second edition. The Taylor & Francis e-Library: London Micki Holliday. 2001. Coaching, Mentoring and Managing; A Coach Guidebook. The Career Press, Inc.:Canada Julie Hay. 2004. Simulations for Assessment, Training, and Development, HRD Press, Inc.:Massachusetts
	Supporters:	

Supporting lecturer	Dr. Soedjarwo, M.S. Dr. Widodo, M.Pd.
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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 understand the concept of education and training, the benefits, objectives and urgency of education and training programs.	Students are able to define the meaning of education and training, explain the benefits of education and training, explain the objectives of education and training, explain the urgency of education and training for individuals and institutions.	Criteria: 80%	Dialogical presentation of material; presentation, exploration, discussion, justification 4 X 50			0%
2	Students understand the function and position of education and training programs for individuals, groups and society.	Students are able to mention and explain the functions of education and training and development	Criteria: 80%	Dialogical presentation of material; presentation, exploration, discussion, justification 4 X 50			0%
3	Students understand the Training Needs Assessment (TNA) in preparing education and training programs.	Capable students; identify training needs, mention several TNA techniques.	Criteria: 80%	Dialogical presentation of material, assignment to analyze training needs and learning resources. 4 X 50			0%
4	Students understand the Training Needs Assessment (TNA) in preparing education and training programs.	Capable students; identify training needs, mention several TNA techniques.	Criteria: 80%	Dialogical presentation of material, assignment to analyze training needs and learning resources. 4 X 50			0%
5	Students understand models of organizing education and training programs.	Students are able to name and explain models of training implementation, the differences between each training model.	Criteria: 80%	Experience in understanding the 4 X 50 Training models			0%
6	Students understand the process of developing education and training programs.	Students are able to create plans for developing education and training in the PNF program.	Criteria: 80%	Dialogical presentation of material. Assignment to make training proposals in groups. 4 X 50			0%
7	Students understand the process of developing education and training programs.	Students are able to create plans for developing education and training in the PNF program.	Criteria: 80%	Dialogical presentation of material. Assignment to make training proposals in groups. 4 X 50			0%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	Criteria: 80%	Midterm Exam (UTS) 4 X 50			0%
9	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%

10	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%
11	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%
12	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%
13	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%
14	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%
15	Students understand the implementation of development, models, principles of training programs.	Students are able to apply educational and training development theories	Criteria: 80%	Practicum carries out the development of PNF 4 X 50 training			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

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.