



**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																																									
PLS Management	8610504034		T=1 P=1 ECTS=4.48	1	July 17, 2024																																									
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																										
	Dr. Wiwin Yulianingsih, S.Pd., M.Pd.																																										
Learning model	Case Studies																																													
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																													
	Program Objectives (PO)																																													
	PLO-PO Matrix																																													
		P.O																																												
	PO Matrix at the end of each learning stage (Sub-PO)																																													
	P.O	<table style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="15" style="text-align: center; border: none;">Week</th> </tr> <tr> <th style="border: none;">1</th> <th style="border: none;">2</th> <th style="border: none;">3</th> <th style="border: none;">4</th> <th style="border: none;">5</th> <th style="border: none;">6</th> <th style="border: none;">7</th> <th style="border: none;">8</th> <th style="border: none;">9</th> <th style="border: none;">10</th> <th style="border: none;">11</th> <th style="border: none;">12</th> <th style="border: none;">13</th> <th style="border: none;">14</th> <th style="border: none;">15</th> <th style="border: none;">16</th> </tr> </table>														Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Study of theories about Out-of-School Education Management from various experts, analyzing and criticizing existing Management theories in Out-of-School Education related to conditions in Indonesia, addressing decision-making methods based on theoretical studies of PLS Management																																													
References	Main :																																													
	<ol style="list-style-type: none"> 1. Criana Connal , 2005. NFE_MIS Handbook (Developing a sub –National Non-Formal Education Management Information System). Paris: UNESCO 2. Gabriel Carron, Roy carr-Hill, 2001 Non Formal Education: Information and Planning. Paris:UNESCO 3. Fatima Yousif. 2006. Hanbook for Literacy and Non Formal Education Facilitators In Africa. Paris: Unesco 4. Tony Bush, David Middlewood. 2005.Learning and Managing People in Education.London: Sage Publications 5. Mike Wallace and Louise Poulson.2003. Learning to Read Critically in Educational Leadership and Management. London: Sage Publications 6. Peter Early and Dick Weindling. 2004. Understanding School Leadership. London:Paul Chapman Publishing. 7. Ron Scapp.2006. Managing To be Different. Educational Leadership as Critical Practice. New York : Routledge. 8. Michael Shattock. 2003. Managing Successful Universities. UK: Bell and Bain Ltd. 9. Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production. 10. Sudjana. 2004. Evaluasi program Pendidikan Luar Sekolah. Bandung: Falah Production. 11. Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition . USA: Prentice Hall. 12. Terry, George R .2012. Giude to Management, edisi terjemah “Prinsip-Prinsip Manajemen” oleh J. Smith. Jakarta:Bumi Aksara 13. Tiple, A. Dale .2002. The Art and Science of Bussiner Management; Leadership (terj. Susanto Budidharmo). Jakarta: Gramedia Group. 																																													
	Supporters:																																													
Supporting lecturer	Dr. Soedjarwo, M.S. Prof. Dr. Yatim Riyanto, M.Pd. Dr. Widodo, 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	State and review the overall theory of PLS Management material discussed in the syllabus	Able to express and trace various materials discussed in PLS management courses	Criteria: 1.Score 2.Rubric 3.4 4.The presentation was carried out coherently with appropriate intonation and emphasis, showed good understanding of the concept, assisted by ppt media according to media criteria, answered correctly to the questioner, was able to formulate suggestions for improvement 5.3 6.The presentation was carried out coherently with appropriate intonation and emphasis, but lacked some conceptual understanding, assisted by ppt media according to media criteria, answers from the questioner were generally correct, able to formulate suggestions for improvement 7.2 8.The presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, able to formulate suggestions for improvement 9.1 10.The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answers from the questioner were incorrect, unable to formulate suggestions for improvement	Lectures and Questions and Answers 4 X 50			0%

2	Demonstrate and identify PLS management theory related to planning in non-formal education which is linked to current government policy	Able to mention and provide criticism about several implications of planning an activity in Non-formal Education	Criteria: Note: 20% of the weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Lecture, Group discussion with presentation of results, Question and answer 4 X 50			0%
3	Memorize and state how to design and implement a learning activity center in the community	Able to predict the results of planning and organizing community learning activity centers starting from planning to the activity stage and designing the steps that must be taken	Criteria: Note: 20% of the weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Lecture, Group discussion with presentation of results, Question and answer 4 X 50			0%
4	Read and choose the right strategy in conceptualizing the NFE framework	Able to process and prepare the NFE framework	Criteria: Note: 20% of the weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Lecture, Group discussion with presentation of results, Question and answer, cooperative 4 X 50			0%
5	Read and choose the right strategy in conceptualizing the NFE framework	Able to process and prepare the NFE framework	Criteria: Note: 20% of the weight of the assessment results is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Lecture, Group discussion with presentation of results, Question and answer, cooperative 4 X 50			0%
6	Note and repeat various strategies that need to be used in developing planning, implementation and capacity development to creating a TOT schedule	Able to give examples and come up with various activities ranging from planning strategies, implementation to making workshop schedules	Criteria: The weight of the assessment results of 20% is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Lecture, Group discussion with presentation of results, Question and answer, cooperative 4 X 50			0%

7	Note and repeat various strategies that need to be used in developing planning, implementation and capacity development to creating a TOT schedule	Able to give examples and come up with various activities ranging from planning strategies, implementation to making workshop schedules	Criteria: The weight of the assessment results of 20% is obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations.	Lecture, Group discussion with presentation of results, Question and answer, cooperative 4 X 50			0%
8	Analyze, examine and conclude various theories and planning steps as well as how to implement them in the field with various cases that arise	Able to analyze, examine and abstract problems that exist in the field or cases that arise by providing predictions, conclusions and findings from the analysis results to be used as future plans for future programs	Criteria: 1. The weight of the assessment results is 20% obtained from the level of student participation both in terms of attendance at lectures, activeness in attending lectures (asking questions, paying attention, and being serious), and activeness in group discussion activities and class presentations. 2. 80% ability to answer questions according to theory	questions / assignments are done take home 4 X 50			0%
9	Reproducing and reviewing how to describe a policy as an indicator that must be implemented. Mentioning and presenting various indicators from universities that are considered successful and preparing steps for change that must be taken to achieve success.	Being able to put forward and describe various steps in translating policies into indicators. Being able to sequence the steps that must be taken, starting from those that are very urgent to those that support the achievement of successful university management.	Criteria: Students are declared to have passed well if they achieve 80% of their learning	Lecture, Group discussion with presentation of results, Question and answer, cooperative 4 X 50			0%
10	Reproducing and reviewing how to describe a policy as an indicator that must be implemented. Mentioning and presenting various indicators from universities that are considered successful and preparing steps for change that must be taken to achieve success.	Being able to put forward and describe various steps in translating policies into indicators. Being able to sequence the steps that must be taken, starting from those that are very urgent to those that support the achievement of successful university management.	Criteria: Students are declared to have passed well if they achieve 80% of their learning	Lecture, Group discussion with presentation of results, Question and answer, cooperative 4 X 50			0%

11	Students understand the functions of PNF management from planning PNF programs, organizing, implementing, monitoring and evaluating	<p>1. Students are capable; determine the objectives of the PNF program, explain the stages in program planning, explain the principles of planning, 2. Students are capable; various types of resources, organizational functions, relationships within the organization, organizational structure, organizing activities, organizational principles.3. Capable students; explains the implementation of the program, mobilizes people, mentions the types of motivation in implementing the PNF program.4. Capable students; mentions the importance of leadership in the PNF program, PNF leadership models, explains the characteristics of PNF leadership, 5. Capable students; mentions supervision, supervision process, criteria for effective supervision in the PNF.6. Capable students; explain the importance of evaluation, types of evaluation, create a draft evaluation of the PNF program,</p>	Criteria: Comprehension 80% mastery of material	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio			0%
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12	Students understand the functions of PNF management from planning PNF programs, organizing, implementing, monitoring and evaluating	1. Students are capable; determine the objectives of the PNF program, explain the stages in program planning, explain the principles of planning, 2. Students are capable; various types of resources, organizational functions, relationships within the organization, organizational structure, organizing activities, organizational principles.3. Capable students; explains the implementation of the program, mobilizes people, mentions the types of motivation in implementing the PNF program.4. Capable students; mentions the importance of leadership in the PNF program, PNF leadership models, explains the characteristics of PNF leadership, 5. Capable students; mentions supervision, supervision process, criteria for effective supervision in the PNF.6. Capable students; explain the importance of evaluation, types of evaluation, create a draft evaluation of the PNF program,	Criteria: Comprehension 80% mastery of material	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio			0%
13	Students understand the development of the PNF program management model	Capable students; explains the definition of development models in non-formal education, the importance of developing PNF program management models, and PNF program management models	Criteria: all students must carry out an investigation into the development of the PLS management model	Presentation of material by students, questions and answers, exploration of material by lecturers, 4 X 50 portfolio			0%
14	students have the ability to (1) analyze needs, problems and learning resources, (2) manage PNF institutions, (3) develop institutions to thrive	Students are capable	Criteria: pass if students make direct observations in the PNF unit field, prepare reports and presentations	field observations, presentations and discussions 4 X 50			0%

15	students have the ability to (1) analyze needs, problems and learning resources, (2) manage PNF institutions, (3) develop institutions to thrive	Students are capable	Criteria: pass if students make direct observations in the PNF unit field, prepare reports and presentations	field observations, presentations and discussions 4 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
- 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.**