



**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																																
Assessment and Development. Pembj Model. PIs	8610503010		T=3 P=0 ECTS=6.72	2	July 18, 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																																			
Short Course Description	Discusses the concept of PLS program assessment, approaches and types of qualitative assessment, methods of data collection and analysis of assessment data, assessment models and their application in PLS, concept of PLS program model development, approaches and types of quantitative and qualitative model development, developing model prototypes , data collection methods, data validity and data analysis resulting from model development and compiling model assessment and development reports.																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																				
	<ol style="list-style-type: none"> 1. Marzuki, Saleh. 2012. Pendidikan Nonformal (Dimensi dalam Keaksaraan Fungsional, Pelatihan, dan Andragogi. Malang: Remaja Rosdakarya. 2. Sudjana. Djudju. 2010. Pendidikan Nonformal (Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung, Asas). Bandung: Falah Production. 3. 2007. Sistem & Manajemen Pelatihan (Teori & Aplikasi). Bandung: Falah Production 4. Liliweri, Alo. 2014. Sosiologi & Komunikasi Organisasi. Jakarta: Bumi Aksara. 5. Sugiyono. 2010. Metode Penelitian Kualitatif, Kuantitatif dan Mixed Methods. Bandung: Alfabeta 6. Riyanto, Yatim. 2007. Metodologi Penelitian Kualitatif dan Kuantitatif. Surabaya: UNESA Unipress. 7. Pasca UNESA. 2016. Pedoman Penulisan tesis dan Disertasi 																																				
Supporting lecturer	Supporters:																																				
	Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Ali Yusuf, S.Ag., M.Pd. Dr. Wiwin Yulianingsih, 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	Students are able to understand the basic concepts of PLS	Understand and interpret the basic concepts of PLS		LectureSmall Group Discussion (SGD) 3 X 50			0%
2	Students are able to understand the basic concepts of PLS (Continued	Understand and interpret the basic concepts of PLS		3 X 50			0%
3	Students understand the characteristics of the PLS program model	1. Students can understand the information learning model 2. Students can understand the personal learning model 3. Students are able to understand social interaction learning 4. Students are able to understand behavioral learning 5.. Students are able to understand participatory learning		Lectures and discussions Small Group Discussion (SGD) 3 X 50			0%
4	Students understand the targets of PLS learning models	1. Students are able to understand the targets of urban and rural communities in the PLS learning model 2. Students are able to understand the targets of communities, regional characteristics, jobs and communities.		Small Group Discussion (SGD) Lectures 3 X 50			0%
5	Students understand the internship learning model	Students are able to understand the basic theory of internships, principles, approaches and implementation		Lectures and discussions (SGD) 3 X 50			0%
6	Students are able to understand the training learning model	Students understand training input, training implementation process and training evaluation		Lectures and discussions (SGD) 3 X 50			0%
7	Students are able to study self-directed learning programs	Students understand the self-directed learning program		Lectures and discussions (SGD) 3 X 50			0%
8	Students are able to study community empowerment programs	Students are able to understand community empowerment theory, studies, foundations and implementation of community empowerment		Lectures and discussions 3 X 50			0%
9				3 X 50			0%

10	Students are able to understand the TPA and Parenting programs	Students are able to examine and examine the TPA and parenting models in two institutions		Lectures and discussions 3 X 50			0%
11	Students are able to understand the PAUD (KB) learning model	Students are able to study and examine the PAUD (KB) learning model		Lectures and Discussions 3 X 50			0%
12	Students are able to understand the course learning program model	Students are able to study and study the course learning model		Lectures and Discussions 3 X 50			0%
13	Students are able to understand the Islamic boarding school-based learning model	Students are able to understand the history of Islamic boarding school education, the foundations of Islamic boarding schools and the forms of Islamic boarding school learning services		Lectures and Discussions 3 X 50			0%
14	Students are able to understand the study camp learning model	Students are able to understand the theory, services and forms of study camps		Dissuction lecture Small Group Discussion (SGD) 3 X 50			0%
15	Students are able to understand the equality learning model	Students are able to understand the history of equality, equality services and equality learning models		3 X 50			0%
16				3 X 50			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** 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.

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.