	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 of the PLS Learning Model		8610504038		**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**

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	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Discusses the conceptual assessment of PLS learning models, including understanding, characteristics, syntax and implementation steps; and compiling an assessment report. Developing PLS learning models by conducting limited trials at PLS institutions to develop existing learning models (PBL, PjBL, WBL, and LBL), so as to obtain new models from the results of these model development trials. .

References	**Main :**	
	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. Riyanto, Yatim. 2007. Metodologi Penelitian Kualitatif dan Kuantitatif. Surabaya: UNESA Unipress. 4. Widodo & I Ketut Atmaja. 2021. Pedoman Pengelolaan Laboratorium Site PLS, PT. Aksara: Batu Malang 5. Pasca UNESA. 2016. Pedoman Penulisan tesis dan Disertasi. Surabaya: Unipress.	
	Supporters:	

Supporting lecturer	Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si.

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 concept of program assessment and learning model development	Explains the concept of program assessment and learning models	**Criteria:** 80 %	Presentation, exploration, discussion and justification 4 X 50			0%
2	Understand the approaches and types of program assessment and development of learning models	Explains the approach and types of programs and development of learning models	**Criteria:** 80%	Presentation, exploration, discussion and justification 4 X 50			0%
3	Understand the approaches and types of program assessment and development of learning models	Explains the approach and types of programs and development of learning models	**Criteria:** 80%	Presentation, exploration, discussion and justification 4 X 50			0%
4	Understand data collection methods and data analysis for program assessment and model development	Explains methods of data collection and data analysis for program assessment and model development	**Criteria:** 80%	Presentation, exploration, discussion and justification 4 X 50			0%
5	Understand assessment models and their application in PLS	Explains learning models and their application in PLS	**Criteria:** 80 %	Presentation, exploration, discussion and justification 4 X 50			0%
6	Understand assessment models and their application in PLS	Explains learning models and their application in PLS	**Criteria:** 80 %	Presentation, exploration, discussion and justification 4 X 50			0%
7	Understand development and create prototype program models	Explain the development and create a prototype program model	**Criteria:** 80 %	Presentation, exploration, discussion and justification 4 X 50			0%
8	Midterm Examination (UTS)	Mid-semester exam (UTS) all materials	**Criteria:** 80% Midterm Exam (UTS) all material	4 X 50 tests and assignments			0%
9	Understand data collection and analysis of assessment data and development of PNF program learning models	Carrying out data collection and data analysis for assessment and development of PNF program learning models	**Criteria:** carried out well	Data collection and analysis of data for assessment and development of learning models for the PNF 4 X 50 program			0%
10	Understand data collection and analysis of assessment data and development of PNF program learning models	Carrying out data collection and data analysis for assessment and development of PNF program learning models	**Criteria:** carried out well	Data collection and analysis of data for assessment and development of learning models for the PNF 4 X 50 program			0%

11	Understand data collection and analysis of assessment data and development of PNF program learning models	Carrying out data collection and data analysis for assessment and development of PNF program learning models	**Criteria:** carried out well	Data collection and analysis of data for assessment and development of learning models for the PNF 4 X 50 program			0%
12	Understand data collection and analysis of assessment data and development of PNF program learning models	Carrying out data collection and data analysis for assessment and development of PNF program learning models	**Criteria:** carried out well	Data collection and analysis of data for assessment and development of learning models for the PNF 4 X 50 program			0%
13	Understand the preparation of assessment reports and development of PNF program learning models.	Students understand how to prepare assessment reports and develop learning models for the PNF program	**Criteria:** implemented well according to target	Assignment / problem based larning (PBL) 4 X 50			0%
14	Understand the preparation of assessment reports and development of PNF program learning models.	Students understand how to prepare assessment reports and develop learning models for the PNF program	**Criteria:** implemented well according to target	Assignment / problem based larning (PBL) 4 X 50			0%
15							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.