



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>												
Adult Education Review	8610503023		T=3 P=0 ECTS=6.72	1	July 18, 2024												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>												
	.....		.....		Dr. Wiwin Yulianingsih, S.Pd., M.Pd.												
<b>Learning model</b>	<b>Case Studies</b>																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																
	<b>Program Objectives (PO)</b>																
	<b>PLO-PO Matrix</b>																
		P.O															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	Able to understand students' abilities and skills in Adult Education theory, which is based on the Concept of Education and Adult Education, Development of Adult Education, Adult Learning, Adult teaching and learning processes, POD methods, and evaluation of learning in POD.																
<b>References</b>	<b>Main :</b>																
	1. Roesminingsih, M.V & Susilo Heryanto. 2018. Pendidikan Orang Dewasa. Unesa University Press. Finger, Mathias & Asune, Jose Manuel. 2004. Quo Vadis Pendidikan Orang Dewasa. Pustaka Kendi Sudiapermana, Elih. 2013. Pendidikan Non Formal dan Informal. Edukasi Press Rogers, Jenny. 2007. Adults Learning. Open University press.																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Prof. Dr. Maria Veronika Roesminingsih, M.Pd. Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. 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 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	<b>Criteria:</b> Rubric for assessing student activity and participation	LectureSmall group discussion (SGD) 3 X 50			0%										
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	<b>Criteria:</b> attached	Small group discussion (SGD) 3 X 50 lectures			0%										
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	<b>Criteria:</b> attached	LectureSmall group discussion (SGD) 3 X 50			0%										

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.	<b>Criteria:</b> Rubric for assessing student activity and participation	LectureSmall group discussion (SGD) 3 X 50			0%
5	Students are able to understand Giving Feedback and Understanding Your Group	Students are able to understand and interpret giving feedback and understanding your group in adult learning.		Small group discussion (SGD) 3 X 50 lectures			0%
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. Handling tears 9. Self-disclosure 10. Managing participation		LectureSmall group discussion (SGD) 3 X 50			0%
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	LectureSmall group discussion (SGD) 3 X 50			0%
8				3 X 50			0%
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		LectureSmall group discussion (SGD) 3 X 50			0%
10	Students are able to understand Evaluating	Students are able to understand and interpret Evaluating in adult learning		LectureSmall group discussion (SGD) 3 X 50			0%
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.)		LectureSmall group discussion (SGD) 3 X 50			0%
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.)		LectureSmall group discussion (SGD) 3 X 50			0%
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		lectures and small group discussions (SGD) 3 X 50			0%
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		lectures and small group discussions (SGD) 3 X 50			0%
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		lectures and small group discussions (SGD) 3 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** 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.
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.