

**MODULE/COURSE HANDBOOK**

[Community Service Program - Program Evaluation]					
<b>Module/Course Title</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
Community Service Program - Program Evaluation	3 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Year 3/2	16 meetings (include Mid-term Exam and Final Exam)	16 meetings
1	<b>Type of course</b> Compulsory	<b>Contact hours</b>  50/170 x 28,48 x (2 Credits x 1.59) = 39,96  <b>Structured Assignment</b>  60/170 x 28,48 x (2 Credits x 1.59) = 47,95		<b>Independent study</b>  60/170 x 28,48 x (2 Credits x 1.59) = 47,95	<b>Class size</b>  40 students
2	<b>Prerequisites for participation (if applicable)</b> None				
3	<b>Learning outcomes (PLO+CLO)</b>  PLO a. Possess leadership, managerial, and networking skills in the holistic and integrative organization of early childhood education.(GC 2) b. Able to make appropriate decisions based on analysis of information and data, and able to provide guidance in selecting various alternative solutions in the implementation of early childhood education. (SC 3)  CLO 1. Providing students with an understanding of community service program evaluation. 2. Introducing issues in the evaluation of community service programs and being able to find solutions.				
4	<b>Subject aims/content</b> This learning provides knowledge to students regarding the proper way of writing community service reports in accordance with established guidelines. In this course, students are also instructed on how to observe the success of the formulated programs  Content :				

	Formulation of Evaluation Objectives; Development of Principles, Forms, and Evaluation Techniques; Development of Evaluation Instruments; Data Processing of Program Evaluation Results; Interpretation of Evaluation Results and Conclusion
5	<b>Teaching methods</b> PjBL
6	<b>Assessment methods</b> Product (Pr)
7	<b>This module is used in the following study program/s as well</b> None
8	<b>Module Coordinator</b> Prof. Dr. Rachma Hasibuan, M.Kes
9	<p><b>Reference</b></p> <ol style="list-style-type: none"> <li>1. Junaidi, Aris dkk. 2020. <i>Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka</i>. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.</li> <li>2. Tim Unesa. 2020. <i>Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka</i>. Surabaya: Unesa</li> <li>3. ----- 2020. <i>Panduan Penyelenggaraan Merdeka Belajar-Kampus Merdeka</i>. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.</li> <li>4. ----- 2017. <i>Panduan Penyelenggaraan Kampung Literasi</i>. Jakarta: Ditjen PAUD dan Dikmas.</li> <li>5. ----- 2017. <i>Petunjuk Teknis Pelibatan Keluarga pada Penyelenggaraan Pendidikan Kesetaraan</i>. Jakarta: Ditjen PAUD dan Dikmas.</li> <li>6. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.</li> <li>7. Peraturan Presiden Nomor 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia.</li> </ol>