



PORTFOLIO

CRITICAL EDUCATION THEORY

*Undergraduate Program of Non-Formal Education
Faculty of Education, State University of Surabaya
Academic Year 2023/2024*



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COMMUNITY EDUCATION

Undergraduate Program of Non-Formal Education
Faculty of Education
State University of Surabaya 2024

PORTFOLIO OF COMMUNITY EDUCATION ACADEMIC YEAR 2023/2024

Module Coordinator:

Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd.

Team:

Monica Widayaswari, S.Pd., M.Pd.

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A. Learning Activities Plan

Course Identity

Module name	Community Education
Module level	Bachelor's Degree/ Undergraduate Program
Course code	8620502124
Abbreviation/ (if applicable)	-
Subheading (if applicable)	-
Courses included in the module (if applicable)	-
Semester/term	3 rd /Third year
Module Coordinator	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd.
Lecturer(s)	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd. Monica Widyaswari, S.Pd., M.Pd.
Language	Indonesia
Classification within the curriculum	Compulsory
Teaching format/class per week during the semester	Each week consists of 2 hours of lectures (50 minutes/hour)
Workload	2 hours of lectures, 2 hours of structured assignment, and 2 hours of independent study, 53.40 Hours in Class, 64.09 Hours in structured assignment, 64.09 "Hours Self-Study"
Course Credits	2
Requirements	-
Learning Goals/ Competencies	This course also provides an understanding of the history and concept of community education, the purpose and content of community education, the nature of community education in the national education system, the field of community education, as well as SPEM and 10 benchmarks of community education through explanation, discussion and presentation.
Contents	This course discusses the conceptual study of non-formal education learning models which include understanding, characteristics, syntax and steps in implementing them. In addition, skills are needed in compiling reports on the results of the study and also developing non-formal education learning models.
Attribute of soft skill	In addition, skills are needed in compiling reports on the results of the study and also developing non-formal education learning models. With the existence of various non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found to further enrich the variety of non-formal education learning.
Study/Exam achievement	Students are considered competent and graduate if they get a final grade of at least C. The final grade is calculated from participation, assignments in the form of performance, and written exams at the mid-semester and end of the semester.

Letter Grade	GPA	Score Interval
A	4,00	$85 \leq A < 100$
A-	3,75	$80 \leq A- < 85$
B+	3,50	$75 \leq B+ < 80$
B	3,00	$70 \leq B < 75$
B-	2,75	$65 \leq B- < 70$
C+	2,50	$60 \leq C+ < 65$
C	2,00	$55 \leq C < 60$
D	2,00	$40 \leq D < 55$
E	0,00	$0 \leq E < 40$

Form of media	Slides, video, books
References	<ol style="list-style-type: none"> 1. Sudjana D (2006) Nonformal Education: Insights, development history, philosophy, supporting theories and principles, Bandung. Falah Procution. 2. Djudju Sudjana. 2004. Nonformal Education, Insights, Development History, Philosophy, Supporting Theories and Principles. Bandung: 3. Falah Production.Djudju Sudjana. 4. Kindervater, S. 1979. Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts. 5. Soedomo, M. 1990. Community Development. Malang: Community Service Institute of IKIP Malang. 6. Community Learning Centers, country reports from Asia. 7. Saleh Marzuki, Dimensions of Nonformal Education, FIP State University of Malang 8. Peter Jarvis. Adult Education and lifelong learning. London and NewYork.

Course Topic

This course discusses the conceptual study of non-formal education learning models which include understanding, characteristics, syntax and steps in implementing them. In addition, skills are needed in compiling reports on the results of the study and also developing non-formal education learning models. With the existence of various non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found to further enrich the variety of non-formal education learning. The teaching materials presented are approaches and types of non-formal learning development, methods and models of collecting and analyzing program assessment data, developing non-formal program model prototypes, developing non-formal program model prototypes, compiling reports on the results of assessment and development of non-formal learning models.



**STATE UNIVERSITY OF SURABAYA
FACULTY OF EDUCATION
STUDY PROGRAM OF NON-FORMAL EDUCATION**

**Document
Code**

SEMESTER LEARNING PLAN

Course Name	Course Code	Course Credit	Semester/Academic Year	Compilation Date
Community Education	8620502124	2	3	August, 0 2023
Learning Plan Developer		Course Coordinator		Coordinator of Study Program
Monica Widyaswari, M.Pd.		Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd.		Dr. Rivo Nugroho, M.Pd.
Learning Outcomes	Program Learning Outcomes (PLO)			
	PLO 1	Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties		
	PLO 7	Mastering the process of planning, implementing and evaluating non-formal education and community education programs		
	PLO 8	Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education		
	PLO 11	Able to utilize technology and information in problem solving efforts according to their field of expertise		
	PLO 12	Able to show a responsible and collaborative attitude in accordance with professional norms and ethics		
	Course Learning Outcomes			
	CLO 1	Able to make appropriate decisions in the context of problem solving through the development of non-formal education science based on the results of information and data analysis.		
	CLO 2	Mastering the theories, concepts, principles of analyzing the needs of the community as adults, and mastering information technology in implementing non-formal education programs.		
	CLO 3	Able to formulate innovative and creative ideas in order to develop non-formal education programs.		
	CLO 4	Able to manage Non-formal Education programs based on piety, independence, and social entrepreneurship.		
	Final abilities of each learning stage			
	Sub-CLO 1	Students can understand the concept and scope, the position of community education in the national education system and the history of the development of community education		
	Sub-CLO 2	Students can understand the history of the development of community education		
	Sub-CLO 3	Students can understand community education issues and programs		
Sub-CLO 4	Students can understand community education issues and programs			
Sub-CLO 5	Students can understand what is informal education?			
Sub-CLO 6	Students can understand historical perspectives on informal education			

	Sub-CLO 7	Students can understand about professional values in informal education work
	Sub-CLO 8	Midterm exam
	Sub-CLO 9	Students can understand about place, space and informal education
	Sub-CLO 10	Students can understand about continuing education
	Sub-CLO 11	Students can understand about community learning centers (country report from asia)
	Sub-CLO 12	Students can understand about community learning centers (country report from asia)
	Sub-CLO 13	Students can understand and have experiences about community education programs
	Sub-CLO 14	Students can understand and have experiences about community education programs
	Sub-CLO 15	Students can understand and have experiences about community education programs
	Sub-CLO 16	Final exam
Course Description	This course discusses the conceptual study of non-formal education learning models which include understanding, characteristics, syntax and steps in implementing them. In addition, skills are needed in compiling reports on the results of the study and also developing non-formal education learning models. With the existence of various non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found to further enrich the variety of non-formal education learning. This course also provides an understanding of the history and concept of community education, the purpose and content of community education, the nature of community education in the national education system, the field of community education, as well as SPEM and 10 benchmarks of community education through explanation, discussion and presentation.	
Study Materials/ Learning Materials	The teaching materials presented are approaches and types of non-formal learning development, methods and models of collecting and analyzing program assessment data, developing non-formal program model prototypes, developing non-formal program model prototypes, compiling reports on the results of assessment and development of non-formal learning models. assessment and development of non-formal learning models.	
References	Main References:	
	<ol style="list-style-type: none"> 1. Sudjana D. 2006. Nonformal Education: Insights, development history, philosophy, supporting theories and principles, Bandung. Falah Production. 2. Djudju Sudjana. 2004. Nonformal Education, Insights, Development History, Philosophy, Supporting Theories and Principles. Bandung: Falah Production. 3. Kindervater, S. 1979. Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts. 4. Soedomo, M. 1990. Community Development. Malang: Community Service Institute of IKIP Malang. 	
	Supporting References:	

	1. Peter Jarvis. Adult Education and lifelong learning. London and New York. 2. Community Learning Centers, country reports from Asia.
Name of Lecturers	1. Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. 2. Monica Widyaswari, M.Pd.
Prerequisite Courses	Basic of NFE Theory

Week-	Final abilities of each learning stage	Indicators	Forms of Assessment	Learning Methods/Models (Estimated time)		Learning Materials (References)	Assessment Weight (%)
				Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand the concept and scope, the position of community education in the national education system and the history of the development of community education.	Students are able to describe the concept and scope of community education and the position of community education in the national education system.	Participatory Activity	Lectures / Questions and Answers and assignments to find recommended source books.	Lectures / Questions and Answers and assignments to find recommended source books. 2 X 50	Material: Concept and scope, the position of community education in the national education system and the history of the development of community education Literature: <i>Sudjana D (2006) Nonformal Education: Insights, development</i>	4%

						<i>history, philosophy, supporting theories and principles, Bandung. Falah Procution.</i>	
2	Students are able to understand the history of the development of community education	Students are able to describe the history of the development of community education	Participatory Activity	Lecture 2 X 50	- Lecture - Q&A	Material: the history of the development of public education. Library: <i>Djudju Sudjana. 2004. Nonformal Education, Insights, Development History, Philosophy, Supporting Theories and Principles. Bandung: Falah Production. Dju dju Sudjana.</i>	4%
3	Students are able to understand community education issues and	1. Students are able to describe community education issues. 2. 13	Portfolio Assessment	- Lecture – Q&A 2 X 50	- Lecture - Q&A	Material: community education issues	5%

	programs	community education programs				and programs Literature: <i>Kindervater, S. 1979. Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts.</i>	
4	Students are able to understand community education issues and programs	Students are able to describe community education issues	Portfolio Assessment	- Lecture – Q&A 2 X 50	- Lecture - Q&A	Material: community education issues Library: <i>Soedomo, M. 1990. Community Development. Malang: Institute for Community Service IKIP</i>	5%

						<i>Malang.</i>	
5	Students are able to understand what is informal education? (Group 1)	Students are able to describe about : What is informal education (john Mahoney): 1. What makes our work informal.2. Education by using the environment. 3. Relationship developing different approaches. Learning from each other. 4. Education as process and product.	Participatory Activity	- Lecture – Q&A Reinforcement 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50	Material: informal education Library: Soedomo, M. 1990. <i>Community Development. Malang: Institute for Community Service IKIP Malang.</i>	5%
6	Students are able to understand about Historical perspectives on Informal education (Group 2)	Students are able to describe about Prologue, Finding a starting point, the early history of informal education, the rise of mass schooling, informal education in an age of mass schooling and where, the future perhaps and Conclusin	Practice / Performance	Written test 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50	Material: Historical perspectives on Informal education Library: <i>Community Learning Centers, country reports from Asia.</i>	3%
7	Students are able to understand about Professional values in informal education work (Group 3)	Students are able to describe professional values in formal education work including: Professional value, the value of informal education	Participatory Activity	- Lecture – Q&A - Reinforcement	- Lecture - Q&A - Reinforcement 2 X 50	Material: Professional values in informal education work Library:	5%

		work, interpreting the values, respect for different cultures and religions in society.				<i>Community Learning Centers, country reports from Asia.</i> Material: Professional values in informal education work Reader: <i>Peter Jarvis. Adult Education and lifelong learning. London and New York.</i>	
8	Midterm exam						10%
9	Students are able to understand about place, space and informal education	Students are able to describe on spaces and identity, geographies of childhood and youth, geographies of power and exclusions, the geography of informal education, issues for informal educators, working so that spaces become places.	Practice / Performance	- Lecture – Q&A – Reinforcement 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50	Material: place, space and informal education Literature: <i>Saleh Marzuki, Dimensions of Nonformal Education, FIP State University of Malang</i>	5%
10	Students are able to	Students are able to	Participatory	- Lecture - Q&A -	- Lecture -	Materials:	5%

	understand about continuing education (group 6)	describe lifelong learning, a learning society, flexibility in providing continuing education, the need of continuing education, types of continuing education programs, post literacy programs, equivalency programs, quality of life improvement programs, income-generating programs.	Activity	Reinforcement 2 X 50	Q&A - Reinforcement 2 X 50	lifelong learning, a learning society, flexibility in providing continuing education, the need of continuing education, types of continuing education programs, post literacy programs, equivalency programs, quality of life improvement programs, income-generating programs. Library: <i>Community Learning Centers, country reports from Asia.</i>	
11	Students are able to	Students are able to	Participatory	- Lecture - Q&A -	- Lecture- -	Material: CLC	5%

	understand about community learning centers (country report from asia) (Group 7)	describe CLC in Indonesia: Introduction, profile of the research study, analysis of CLC experiences, impact/outcomes, recommendations.	Activity	Reinforcement 2 X 50	Q&A - Reinforcement 2 X 50	in Indonesia: Introduction, profile of the research study, analysis of CLC experiences, impact/outcomes , recommendations. Literature: <i>Soedomo, M. 1990. Community Development. Malang: Institute for Community Service IKIP Malang.</i>	
12	Students are able to understand about community learning centers (country report from asia) (Group 9)	Students are able to describe about CLC in Thailand : Introduction, overview of CLC in Thailand profile of research study, analysis of CLC experiences, major findings recommendation.	Participatory Activity	- Lecture - Q&A - Reinforcement 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50	Material: CLC in Thailand: Introduction, overview of CLC in Thailand profile of research study, analysis of CLC experiences, major findings recommendation	4%

						<p>. Reader: <i>Kindervater, S. 1979.</i> <i>Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand.</i> <i>Massachusetts: Center for International Education University of Massachusetts.</i></p>	
13	Field study on community education programs	Students are able to understand and explain: Community education management10 benchmarks of community education and learning system	Participatory Activity	- Lecture - Q&A – Reinforcement 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50		3%
14	Field study on community education programs	Students are able to understand and explain: Community education management10 benchmarks of community education and learning system	Participatory Activity	- Lecture - Q&A – Reinforcement 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50		3%
15	Field study on	Students are able to	Participatory	- Lecture - Q&A -	- Lecture -	Material:	3%

	community education programs	understand and explain: Community education management 10 benchmarks of community education and learning system	Activity	Reinforcement 2 X 50	Q&A - Reinforcement	community education programs Literature: <i>Kindervater, S. 1979. Nonformal Education as an Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Center for International Education University of Massachusetts.</i>	
16	Final exam						30%

Head of The Study Program



Dr. Rivo Nugroho, M.Pd.

Composing Study Program



Widya Nusantara, M.Pd.

Appendix 1: Written Response or Case Study or Project Rubric

Attribute (Weight)	Value/Description				
	>90	85-90	80-85	75-79	<75
Participation (20)	Use language that is good, correct, and clear	The use of language is good, correct and not clear	Use language well; no true or not clear	Use language not well, not valid, or not clear	Do not use Indonesian
	The explanation given is very relevant	The explanation given is relevant	The explanation is given enough relevant	Many explanations were given, but no relevant	The explanation given is irrelevant
Tasks (30)	Very communicative	Communicative	Enough communicative	Less communicative	Not communicative
	Control material 76-100%	Control material 51% 75%	Control material 26%-50%	Control material	Control material 0%
About evaluation USS (20) US (30)	Correct and complete as well as gather appropriate time	The portfolio is not accurate and/ or not complete as well as gathering the proper time	Portfolio accurate and/ or complete but not gather appropriate time	The portfolio is not accurate and/ or not complete, and there is no gathering appropriate time	Not doing portfolio

Supporting Lecturer



Monica Widyaswari, M.Pd.

Appendix 2: Presentation Rubric

No.	Aspect Evaluation	Criteria	Score
1.	Systematics presentation	Presentation materials served in a way coherent and systematic	4
		Presentation materials served coherently but were not sufficiently systematic	3
		Presentation materials served in a way that was not coherent or not systematic	2
		Presentation materials served in a way no coherent or not systematic	1
2.	Use of language	The language used is very easily understood	4
		The language used enough to be easily understood	3
		The language used is rather difficult to understand	2
		The language used is complicated understood	1
3.	Accuracy of intonation and clarity of articulation	Delivery material served with correct intonation and clear articulation/pronunciation	4
		Delivery material served with somewhat intonation precise and somewhat articulation/pronunciation clear	3
		Delivery material served with poor intonation and lack of articulation/pronunciation clear	2
		Delivery material served with intonation that isn't precise and articulation/pronunciation which is not clear	1
4.	Ability to defend and respond to questions or rebuttals	Able to protect and respond to queries/rebuttals with wise and prudent	4
		Able to defend and respond to questions/rebuttals with good	3
		Less fortunate defend and respond to questions or rebuttals with good	2
		Significantly less capable of defending and respond questions	1

Presentation Systematic	Use of Language	Clarity	Response Ability	Mark <u>Total score x 100</u> 16
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Mapping Programme Learning Outcomes (PLOs) - Course Learning Outcomes (CLOs)

A. PLOs of Undergraduate Programme in Non-Formal Education, Faculty of Education, State University of Surabaya

Code of PLO	Description
PLO 1	Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties
PLO 2	Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 3	Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and in accordance with the work competency standards of the field concerned.
PLO 4	Continuous self-development and collaboration.
PLO 5	Mastering the basic concepts of Non-Formal Education to manage non-formal education programs
PLO 6	Mastering community empowerment techniques to plan and apply to non-formal education programs.
PLO 7	Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 8	Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education
PLO 9	Able to empower the community and apply social entrepreneurship to the management of PNF unit institutions
PLO 10	Able to communicate both in writing and orally in accordance with academic values, norms and ethics.
PLO 11	Able to utilize technology and information in problem solving efforts according to their field of expertise.
PLO 12	Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.
PLO 13	Able to internalize the entrepreneurial spirit creatively and innovatively.

a. Expected Learning Outcomes of Community Education Mapping PLO and CLO in Community Education Course

1. Students will master the basic concepts of non-formal education, mainly focusing on community education.
2. Students can design and implement learning experiences in the context of community education.
3. Students will demonstrate written and oral communication proficiency by academic values, norms, and ethics. This includes effectively communicating ideas, instructions, and feedback in an educational environment.
4. Students will develop responsible attitudes and ethical behaviour in their professional duties in training programs, community empowerment initiatives, and non-formal and informal educational contexts. They will also commit to lifelong learning, continually improving their skills and knowledge.

Overall, the Community Education course will equip students with the knowledge,

skills and attitudes necessary to effectively design, implement and manage non-formal education and community empowerment programs while adhering to ethical principles and fostering a commitment to sustainable professional development.

b. Mapping PLO and CLO in Andragogy Course

CLO	PLO												
	1	2	3	4	5	6	7	8	9	10	11	12	13
1	√						√	√				√	
2							√						
3							√	√			√	√	
4											√		

B. Course Assessment

1. Assessment Rubrics

Attitudes/Affective Domain

In this domain, we evaluated students' participation in the classroom in terms of their communication skills and responsibility. The rubric that was used in this course is as follows:

Criteria	Score (SA)

a. Knowledge/Cognitive Domain

b. Skills/Psychomotor Domain

State University of Surabaya Assessment System

University students are competent and pass if they get at least 40% of the maximum final grade. The final grade (NA) is calculated based on the following weight:

Assessment Components	Percentage Contribution
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-semester test	20%
Final semester test	30%
Total	100%

The final grade (NA) category, according to the State University of Surabaya Academic Regulation, is:

NA Interval (out of 100)	GradePoint	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A -
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D

Course	: Community Education
Credit	: 2
Study Program	: Non-Formal Education
Periode	: 2023/2024 (1)
Class	: 2022C
Participants	: 31

PROGRAM LEARNING OUTCOMES (PLO)

- PLO-1: Able to demonstrate religious values, nationalism, and national culture, as well as academic ethics in carrying out their duties.
- PLO-7: Mastering the process of planning, implementing, and evaluating non-formal education and community education programs.
- PLO-8: Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education.
- PLO-11: Able to utilize technology and information in problem solving efforts according to their field of expertise.
- PLO-12: Able to show a responsible and collaborative attitude in accordance with professional norms and ethics.

COURSE LEARNING OUTCOMES (CLO)

- CLO-1: Able to make appropriate decisions in the context of problem solving through the development of non-formal education science based on the results of information and data analysis.
- CLO-2: Mastering the theories, concepts, principles of analyzing the needs of the community as adults, and mastering information technology in implementing non-formal education programs.
- CLO-3: Able to formulate innovative and creative ideas to develop non-formal education programs.
- CLO-4. Able to manage Non-formal Education programs based on piety, independence, and social entrepreneurship.

CLO-PLO CORRELATION

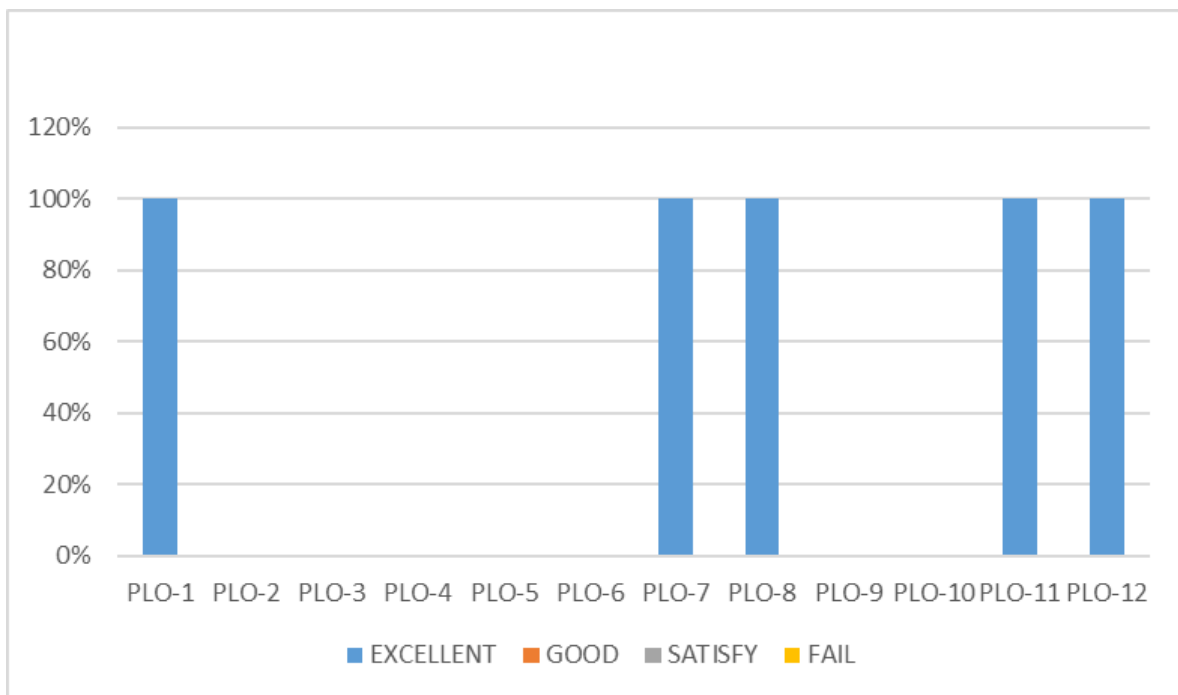
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13
CLO1	√						√	√				√	
CLO2							√						
CLO3							√	√			√	√	
CLO4											√		

ASSESSMENT PLAN

	PLO1	PLO7	PLO8	PLO11	PLO12
CLO1	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test
CLO2		Participation, Assignment, Mid semester test, Final semester test			
CLO3		Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test	Participation, Assignment, Mid semester test, Final semester test
CLO4				Participation, Assignment, Mid semester test, Final semester test	

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12	PLO13
Excellent	100%						100%	100%			100%	100%	
Good	0%						0%	0%			0%	0%	
Satisfy	0%						0%	0%			0%	0%	
Fail	0%						0%	0%			0%	0%	



Appendix 1
Students Assignment
Rubric

C. Course Evaluation and Development

Grading Criteria for Assignment

Attribute (Weight)	Value/Description				
	>90	85-90	80-85	75-79	<75
Participation (20)	Use language that is good, correct, and clear	The use of language is good, correct and not clear	Use language well; no true or not clear	Use language not well, not valid, or not clear	Do not use Indonesian
	The explanation given is very relevant	The explanation given is relevant	The explanation is given enough relevant	Many explanations were given, but no relevant	The explanation given is irrelevant
Tasks (30)	Very communicative	Communicative	Enough communicative	Less communicative	Not communicative
	Control material 76-100%	Control material 51% 75%	Control material 26%-50%	Control material	Control material 0%
About evaluation USS (20) US (30)	Correct and complete as well as gather appropriate time	The portfolio is not accurate and/ or not complete as well as gathering the proper time	Portfolio accurate and/ or complete but not gather appropriate time	The portfolio is not accurate and/ or not complete, and there is no gathering appropriate time	Not doing portfolio

Grading Criteria for Presentations

No.	Aspect Evaluation	Criteria	Score
1.	Systematics presentation	Presentation materials served in a way coherent and systematic	4
		Presentation materials served coherently but were not sufficiently systematic	3
		Presentation materials served in a way that was not coherent or not systematic	2
		Presentation materials served in a way no coherent or not systematic	1
2.	Use of language	The language used is very easily understood	4
		The language used enough to be easily understood	3
		The language used is rather difficult to understand	2
		The language used is complicated understood	1
3.	Accuracy of intonation and clarity of articulation	Delivery material served with correct intonation and clear articulation/pronunciation	4
		Delivery material served with somewhat intonation precise and somewhat articulation/pronunciation clear	3
		Delivery material served with poor intonation and lack of articulation/pronunciation clear	2
		Delivery material served with intonation that isn't precise and articulation/pronunciation which is not clear	1
4.	Ability to defend and respond to questions or rebuttals	Able to protect and respond to queries/rebuttals with wise and prudent	4
		Able to defend and respond to questions/rebuttals with good	3
		Less fortunate defend and respond to questions or rebuttals with good	2
		Significantly less capable of defending and respond questions	1

Appendix 2
Course Activities
Records Sample
of Students'
Attendance



PRESENSI KULIAH
Periode 2023/2024 Gasal

Mata Kuliah : Pendidikan Masyarakat
Kelas : 2022C
Prodi : S1 Pendidikan Luar Sekolah

Dosen : Monica Widayawari, M.Pd.
Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1 29 Aug 23	2 05 Sep 23	3 12 Sep 23	4 19 Sep 23	5 26 Sep 23	6 03 Oct 23	7 10 Oct 23	8 17 Oct 23	9 24 Oct 23	10 31 Oct 23	11 07 Nov 23	12 14 Nov 23	13 21 Nov 23	14 28 Nov 23	15 05 Dec 23	16 12 Dec 23	
1.	22010034020	AISYAH SYIFA ULHAQ	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
2.	22010034021	ARYA ARJUNA CHOSASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
3.	22010034022	ALFISAH FITRIA SAPUTRI	H	H	H	S	H	H	H	H	S	H	H	H	H	H	H	100 %	
4.	22010034023	SYDNEY AMELIA WULANDARI	H	H	H	H	H	A	A	H	H	H	A	H	H	H	H	81.3 %	
5.	22010034024	SHAFIRA ALIEF NURFITRIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
6.	22010034025	MALLA RUSDIANAH	H	H	A	H	H	H	H	H	H	H	S	H	H	H	H	93.8 %	
7.	22010034026	LISA SUKMAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
8.	22010034027	DIAS SILVANA ANGGRAINI	H	H	H	H	H	H	H	H	H	H	H	H	H	S	H	100 %	
9.	22010034028	EYRICKA LEANANDA AZZAHRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
10.	22010034056	TANIA EKA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
11.	22010034057	SEPTIAN SANGGA BUANA PURNAWARMAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
12.	22010034058	EDDIES ADELLYA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
13.	22010034059	FALIHA RIASAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
14.	22010034060	NUR LAILA MAULIDIA	H	H	H	H	H	H	H	H	H	H	H	H	H	I	H	100 %	
15.	22010034061	IMELDA AGUSTINA	H	H	H	H	H	H	H	H	H	H	H	H	H	I	H	100 %	
16.	22010034062	KAVITA ALVIA RANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
17.	22010034063	DINDA DAMAR AL- MUNAWAROH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
18.	22010034064	AHMAD FARID FEBRIANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
19.	22010034065	TRYA ADINDA HASTANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
20.	22010034066	HAFIFATUL JANNAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
21.	22010034067	VERLITA AZIZAH ALKHOLIFI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
22.	22010034068	AYU WULANDARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
23.	22010034075	ARDILLA DESSY LUTHFIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
24.	22010034085	ELVIRA TRI OKTAVIA	H	H	H	H	S	I	H	H	H	H	H	H	H	H	H	100 %	
25.	22010034086	AUWALUDIN IKHWAN HABIBULLOH	H	H	H	H	H	I	H	H	H	H	A	H	H	H	H	93.8 %	
26.	22010034087	DEVI GHINA ILMAYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
27.	22010034088	MUFIDAH ROHADATUL AISY	H	H	H	H	H	H	H	I	H	H	H	H	H	H	H	100 %	
28.	22010034089	HAWA ATTIN SYABAINI	H	H	H	H	H	H	H	H	H	H	H	H	H	A	H	93.8 %	
29.	22010034090	RISKIKA RARA CHANDRA	H	H	H	H	H	H	H	H	H	H	S	H	H	H	H	100 %	
30.	22010034091	ANGGIE SUKMA PUSPITASARI	I	H	A	S	H	H	H	H	H	H	H	H	H	H	H	93.8 %	
31.	22010034092	NADYA FAJAR SAVITRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
Tanda Tangan Dosen / Asisten																			

Appendix 2
Course Logbook

Aktivitas Perkuliahan

Nama Matakuliah : Pendidikan Masyarakat **Dosen :** GUNARTI DWI LESTARI
 (196107121986012001)
Kelas : 2022C **MONICA WIDYASWARI**
 (199508312023212031)
Jadwal & Ruang : O1.03.03 (08.40 - 10.20) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	29-08-2023	Pertemuan ke 1	Memahami Tentang Konsep Dan Ruang Lingkup, Kedudukan Pendidikan Masyarakat Dalam Sistem Pendidikan Nasional Serta Sejarah Perkembangan Pendidikan Masyarakat	30	Terjadwal	Monica Widyaswari		
2	05-09-2023	Pertemuan ke 2	Memahami Sejarah Perkembangan Pendidikan Masyarakat	31	Terjadwal	Monica Widyaswari		
3	12-09-2023	Pertemuan ke 3	Memahami Isu-Isu Dan Program Pendidikan Masyarakat	29	Terjadwal	Monica Widyaswari		
4	19-09-2023	Pertemuan ke 4	Memahami Isu-Isu Dan Program Pendidikan Masyarakat	29	Terjadwal	Monica Widyaswari		
5	26-09-2023	Pertemuan ke 5	Memahami Tentang What Is Informal Education? (Kelompok 1)	30	Terjadwal	Monica Widyaswari		
6	03-10-2023	Pertemuan ke 6	Memahami Tentang Historical Perspectives On Informal Education (Kelompok 2)	28	Terjadwal	Monica Widyaswari		
7	10-10-2023	Pertemuan ke 7	Memahami Tentang Professional Values In Informal Education Work (Kelompok 3)	30	Terjadwal	Monica Widyaswari		
8	17-10-2023	Pertemuan ke 8	Memahami Tentang Learning From Experience (Kelompok 4)	31	Terjadwal	Monica Widyaswari		
9	24-10-2023	Pertemuan ke 9	Memahami Tentang Place, Space And Informal Education	28	Terjadwal	Monica Widyaswari		
10	31-10-2023	Pertemuan ke 10	Uts	31	Terjadwal	Monica Widyaswari		
11	07-11-2023	Pertemuan ke 11	Memahami Continuing Education (Kelompok 6)	30	Terjadwal	Monica Widyaswari		
12	14-11-2023	Pertemuan ke 12	Memahami Community Learning Centers (Sountry Report From Asia) (Kelompok 7)	29	Terjadwal	Monica Widyaswari		
13	21-11-2023	Pertemuan ke 13	Memahami Community Learning Centers (Sountry Report From Asia) (Kelompok 9)	30	Terjadwal	Monica Widyaswari		
14	28-11-2023	Pertemuan ke 14	Field Study Tentang Program-Program Pendidikan Masyarakat	31	Terjadwal	Monica Widyaswari		
15	05-12-2023	Pertemuan ke 15	Field Study Tentang Program-Program Pendidikan Masyarakat	26	Terjadwal	Monica Widyaswari		
16	12-12-2023	Pertemuan ke 16	Mahasiswa Memiliki Pemahaman Tentang Sejarah Dan Konsep Pendidikan Masyarakat, Tujuan Dan Isi Pendidikan Masyarakat, Hakekat Pendidikan Masyarakat Dalam Sistem Pendidikan Nasional, Bidang Garapan Pendidikan Masyarakat, Serta 10 Patokan Pendidikan Masyarakat Dalam Bidang Pelatihan,	31	Terjadwal	Monica Widyaswari		

*Sample of Test
(Middle and Final-
Semester Test)*

Middle Semester Test

**UJIAN TENGAH SEMESTER MATAKULIAH PENDIDIKAN MASYARAKAT
JURUSAN PENDIDIKAN LUAR SEKOLAH
SEMESTER GASAL**

Dosen Pengampu: Dr. Hj. Gunarti Dwi Lestari, M.Si, M.Pd & Monica Widyaswari, M.Pd

Nama :
NIM :
Kelas :

Jawablah pertanyaan di bawah ini dengan uraian singkat dan tepat!

1. Jelaskan tentang sejarah pendidikan masyarakat secara ringkas dan tepat!
2. Berikan penjelasan yang berkaitan dengan isu dan program pendidikan masyarakat berikut ini:
 - a. Bentuk-bentuk layanan pendidikan masyarakat
 - b. Sasaran pendidikan masyarakat
 - c. Komponen belajar
 - d. Strategi membangun masyarakat gemar belajar
3. Sebutkan dan jelaskan terkait 10 (sepuluh) patokan dikmas!
4. Sebutkan, jelaskan serta berikan contoh konkret terkait paradigma pendidikan menurut Axinn (1976)!
5. Berikan contoh atau ilustrasi pendidikan informal berdasarkan pengalaman Anda dan kaitkan proses pengalaman tersebut dengan 4 (empat) siklus menurut Kolb!

-- Selamat Mengerjakan --

Catatan:

1. Diharapkan untuk melakukan presensi tepat waktu sesuai jadwal UTS yang telah ditentukan
2. Format pengumpulan hasil UTS:
Subjek: Nama_Kelas_NIM
File dilampirkan dalam format word
3. Batas waktu pengumpulan hasil UTS pada hari Senin, 11 Oktober 2021 Pukul 23.59 WIB
4. Hasil UTS dikumpulkan secara kelompok yang diakomodir oleh pihak penanggungjawab matakuliah dan diupload ke *Google Drive*.

Final Test

UJIAN AKHIR SEMESTER MATAKULIAH PENDIDIKAN MASYARAKAT
PRODI PENDIDIKAN LUAR SEKOLAH
SEMESTER GASAL
Dosen Pengampu:
Dr. Hj. Gunarti Dwi Lestari, M.Si, M.Pd
Monica Widayawari, M.Pd

Nama :
NIM :
Kelas :

Saksikan dan analisis tayangan terkait bentuk layanan pendidikan luar sekolah (PLS) berikut ini.
Tayangan tersebut dapat Anda akses melalui link: <https://www.youtube.com/watch?v=Rs4gZlW721c>



*Appendix 2 Sample of
Students' Answers to
Middle and
Final-Semester Tests*

UTS
Pendidikan
Masyarakat



Nama : Fatma Riisah
NIM : 220100340100
Jurusan/Program : Pendidikan luar sekolah
Angkatan : 2022
Mata Kuliah : Pendidikan Masyarakat
Dosen : Dr. Hj. Gunarti Dwi Lestari, M.SiM
Monica Widya Swari, M.Pd.

1. Sejarah singkat Pendidikan Masyarakat

Pendidikan nonformal hadir karena kehadiran manusia yang berinteraksi dengan lingkungannya. Setelah jumlah manusia semakin berkembang, situasi Pendidikan Masyarakat muncul dalam kehidupan kelompok dan masyarakat. (sumber: <https://permas.upi.edu>)

2. a. bentuk - bentuk layanan Pendidikan masyarakat yaitu Pendidikan kecakapan hidup, Pendidikan keaksaraan, dll.

b. Sasaran Pendidikan Masyarakat yaitu Orang - orang yang putus sekolah, Para Pekerja yang berketerampilan, Masyarakat luas.

c. komponen belajar Pendidikan masyarakat yaitu fasilitator, Pendamping, masyarakat, situasi lingkungan, dan alat Pembelajaran

d. Strategi Membangun masyarakat gemar belajar yaitu dengan menggunakan Pendekatan humanis, Pendekatan Partisipatif, Pendekatan kolaboratif, Pendekatan budaya, dan Pendekatan berkelanjutan. (sumber: <https://madikus.or.id>)

3. 10 Patokan dikemas

▶ Warga belajar: merupakan anggota masyarakat yang ikut dalam satu kegiatan Pembelajaran.

▶ Sumber belajar: merupakan warga masyarakat yang memiliki kelebihan baik dibidang Pengetahuan atau Keterampilan

▶ Pamong belajar: merupakan warga masyarakat yang membina

▶ Sarana belajar: bahan dan alat yang digunakan untuk Pembelajaran

▶ Tempat belajar: merupakan tempat yang digunakan untuk berlangsungnya proses Pembelajaran

▶ Dana belajar: merupakan uang atau materi untuk Men dukung proses Pembelajaran

▶ Ragi belajar: merupakan rangsangan / motivasi yang

diberikan kepada warga belajar

- ▶ Kelompok belajar : merupakan sejumlah warga belajar yang berkumpul dalam suatu kelompok
- ▶ Program belajar : merupakan serangkaian kegiatan yang mencerminkan isi dalam suatu pembelajaran
- ▶ Hasil belajar : merupakan pengetahuan, keterampilan, sikap yang dikuasai oleh warga belajar setelah pembelajaran
(Sumber : <https://repositori.unsi.ac.id>)

4. Paradigma menurut Axim 1976 adalah bahwa Pendidikan dirancang untuk mendapat keterampilan guna menyesuaikan pola tingkah laku dan aktivitas yang akan meningkatkan produktivitas dan standar hidup. Contoh: Program kesetaraan yang memberi kesempatan kepada para anak yang putus sekolah. (Sumber : <https://staffnew.uny.ac.id>)

5. Pendidikan informal berasal dari berbagai faktor seperti lingkungan, sosial, pengalaman hidup, pendidikan, dll. Jika dikaitkan dengan 4 siklus menurut Klob yaitu asimilasi, konvergen, divergen, akomodatif, maka Pendidik harus memastikan bahwa Pembelajaran dirancang dan dilaksanakan dengan cara menawarkan setiap Peserta didik berkesempatan untuk terlibat dalam cara yang paling sesuai bagi mereka. (sumber : <https://www.salamipggyakarta.com>)

UAS
Pendidikan
Masyarakat



Nama : Faltha Riisah
NIM : 22010034059
Jurusan/Program : Pendidikan luar sekolah
Angkatan : 2022
Mata Kuliah : Pendidikan Masyarakat
Dosen : Dr. Hj. Gunarti Dwi Lestari, M.Si, M.Pd.
Monica Wiayajari, M.Pd.

1. Perbedaan Pendidikan di Sekolah Qaryah Thayyibah adalah jika dari segi Pendidikan Nonformal sistem belajarnya sangatlah berbeda dimana siswa diberikan kebebasan untuk berekspresi, dan melakukan inovasi. Sedangkan dari segi Pendidikan Formal semua Peserta didik di Sekolah Qaryah Thayyibah bisa mendapatkan ijazah setara SMP kemudian setelah lulus dapat melanjutkan di SMA maupun dan juga SMA.
2. * Warga belajar, warga sekitar Desa Kalibening, Kecamatan Tingkir kota Salatiga
 - * Sumber belajar, bisa berasal darimana saja
 - * Pamong belajar, guru dan pengelola sekolah
 - * Tempat belajar, memiliki kelas-kelas kecil (1ks. 12 orang)
 - * Sarana belajar, ruang kelas, jaringan internet, perpustakaan, dan media ajar yang beraneka
 - * Ragi belajar, Pembelajaran disini menggunakan Praktek belajar merdeka
 - * Kelompok belajar, Setiap kelompok belajar diajak untuk membunih dan meleak terhadap teknologi
 - * Program belajar, Kesetaraan Paket B dan C
 - * Hasil belajar, Setiap siswa memiliki 1 jild buku dokumentasi
 - * Dana belajar, Pembinaan menggunakan proses musyawarah
3. Hal yang menginspirasi sebagai Pelaku PLs adalah di sekolah tersebut, sistem belajarnya berbeda dengan sekolah pada umumnya aturan yang ada, jadwal yang ada, pakaian, dll ditentukan berdasarkan kesepakatan bersama. Dimana siswa diberikan kebebasan untuk menyampaikan dan nantinya apa yang telah menjadi kesepakatan bersama akan dilakukan bersama sama pula. Bahkan nama kelompok maupun kelas ditentukan berdasarkan kesepakatan mereka.



Appendix 2
Sample of Students'
Assignment

ANALISIS JURNAL
*The Impact of Text- Based and Video Discussions on Student
Engagement and Interactivity in an Online Course*
Dampak Diskusi Berbasis Teks dan Video Terhadap Keterlibatan dan Interaktivitas Siswa Pada
Kursus Online



Disusun untuk memenuhi tugas mata kuliah Pendidikan Masyarakat:
Prof. Dr. Gunarti Dwi Lestari, M.Si
Monica Widyaswari, M.Pd

Disusun oleh:
Verlita Azizah Alkholifi
(22010034067)

**PENDIDIKAN LUAR SEKOLAH
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS NEGERI SURABAYA
2023**

ANALISIS JURNAL

Judul Jurnal	<i>The Impact of Text-Based and Video Discussions on Student Engagement and Interactivity in an Online Course (Dampak Diskusi Berbasis Teks dan Video Terhadap Keterlibatan dan Interaktivitas Siswa Pada Kursus Online)</i>
Penulis	Kay Swartzwelder, Jackie Murphy, Glenn Murphy
Publikasi	Journal of Educators Online
Edisi	2019
Volume	Vol. 16, No.1
Penelaah	Verlita Azizah Alkholifi
Tanggal Telaah	26 September 2023

Pendahuluan :

Pengambilan Jurnal ilmiah ini diambil dari Publish or Perish 8 dengan kata kunci Course Online dan saya mengambil jurnal ilmiah dengan judul *The Impact of Text-Based and Video Discussions on Student Engagement and Interactivity in an Online Course (Dampak Diskusi Berbasis Teks dan Video Terhadap Keterlibatan dan Interaktivitas Siswa Pada Kursus Online)*. Link Jurnal: <https://eric.ed.gov/?id=EJ1204391>

DESKRIPSI JURNAL

Tujuan Penelitian :

Penelitian ini bertujuan untuk mengetahui dampak diskusi berbasis teks dan video serta mengetahui strategi diskusi yang paling efektif untuk meningkatkan keterlibatan pembelajaran dalam kursus online.

Hasil Penelitian :

Hasil dari penelitian dilaporkan untuk satu pertanyaan penelitian yaitu "Manakah strategi diskusi yang paling efektif untuk meningkatkan keterlibatan dan interaktivitas pembelajaran dalam kursus online?". Mahasiswa pascasarjana keperawatan dalam kursus online merasa bahwa diskusi berbasis teks lebih menarik dan lebih efektif dibandingkan dengan berbasis video. Sebagian besar siswa akrab dengan format diskusi berbasis teks setelah menggunakannya dalam kursus online atau hybrid sebelumnya. Kurangnya penguasaan teknologi diskusi berbasis video menjadi penyebab mahasiswa kurang menyukai teknik diskusi tersebut. Selain itu, mahasiswa merasa tidak nyaman jika harus diskusi di depan kamera yang menyebabkan beberapa gangguan kecemasan. Beberapa dari mereka mengalami frustrasi karena harus mengirimkan video tanpa cacat dan merekamnya berkali-kali sebelum dikirimkan.

Kesimpulan Penelitian

Dengan munculnya pembelajaran online di masyarakat, penting bagi pengajar untuk mengidentifikasi metode paling efektif untuk meningkatkan keterlibatan serta interaktivitas di antara siswa. Tutor perlu mempertimbangkan penggunaan teknologi baru ke dalam kursus online. Integrasi teknologi baru dapat dipandang sebagai sarana untuk meningkatkan hasil belajar (Lawrence & Lentle-Keenan, 2013). Metode pembelajaran pada kursus online perlu dikembangkan kembali untuk memenuhi kebutuhan peserta didik di masa depan. Hal ini bergantung pada strategi dan implementasi kursus secara metodis yang memungkinkan kolaborasi yang bermakna (Robinson, Kilgore, & Warren, 2017). Meskipun para pengajar yakin bahwa diskusi berbasis video memberikan pengalaman belajar yang lebih menarik namun faktanya siswa lebih menyukai pembelajaran dengan diskusi berbasis teks. Kurangnya penguasaan teknologi dan rasa tidak nyaman di depan kamera menjadi faktor penyebab

siswa tidak tertarik dengan diskusi berbasis video. Maka dari itu pengajar harus terus menguji berbagai strategi pembelajaran untuk menentukan metode yang paling baik dalam melibatkan siswa dan mendorong pembelajaran dalam kursus online.

TELAAH JURNAL	
Fokus Utama penelitian	
ELEMEN YANG MEMPENGARUHI TINGKAT KEPERCAYAAN SUATU PENELITIAN	
1. Gaya penulisan	
Sistematika Penulisan	Sistematika penulisan jurnal tersusun dengan baik dan sudah sesuai dengan standart penelitian yang meliputi judul penelitian, nama penulis, abstrak, (konteks tujuan penelitian, metode, hasil dan kata kunci), dan terdapat pendahuluan, isi, pembahasan, dan penutup.
Tata Bahasa	Tata bahasa yang digunakan mudah dipahami sehingga pembaca dapat mengerti lebih dalam isi dari penelitian tersebut. Selain itu pembaca mudah memahami informasi baru yang berkaitan dengan dampak diskusi berbasis teks dan video terhadap keterlibatan dan interaktivitas siswa pada kursus online.
2. Penulis	
Kualifikasi Penulis	<ul style="list-style-type: none"> ➤ Penulis jurnal dengan judul “ <i>The Impact of Text-Based and Video Discussions on Student Engagement and Interactivity in an Online Course</i> ” yaitu Kay Swartzwelder, Jackie Murphy, Glenn Murphy ➤ Sudah benar dalam penulisan nama, yaitu tidak mencantumkan gelar dalam pemberian nama. ➤ Dilihat dari latar belakang penulis berada di bawah naungan Universitas Drexel dan Rumah Sakit Anak Philadelphia

3. Judul	
Kelebihan	Dari judul " <i>The Impact of Text-Based and Video Discussions on student Engagement and Interactivity in an Online Course</i> " sudah cukup menggambarkan isi jurnal sehingga pembaca mudah mengerti secara sekilas tentang jurnal yang akan dibaca.
Kekurangan	Pada judul tertulis <i>The Impact of Text-Based and Video Discussions on student Engagement and Interactivity in an Online Course</i> tidak menggambarkan situasi secara rinci tentang kondisi keterlibatan siswa dan interaktivitas dalam kursus online.
4. Abstrak	
Kelebihan	Abstrak pada jurnal dengan judul " <i>The Impact of Text-Based and Video Discussions on student Engagement and Interactivity in an Online Course</i> " terdapat temuan hasil penelitian, dan sasaran penelitian.
Kekurangan	Kekurangan abstrak pada jurnal tidak membahas tujuan penelitian, masalah penelitian, dan metode penelitian.

ELEMEN YANG MEMPENGARUHI KEKUATAN SUATU PENELITIAN
<p>Latar Belakang Masalah Penelitian :</p> <p>Saat masa pandemi para pendidik menghadapi berbagai tantangan salah satunya dalam menciptakan dunia maya yang menarik dan interaktif untuk mendukung proses belajar (Hampton & Pearce, 2016). Melibatkan siswa secara sosial dalam kursus online sangatlah menuntut karena pelajar saat ini sudah memiliki banyak tugas dan mungkin mengabaikan konten kursus. Pemanfaatan teknologi memberikan pengaruh dalam mendorong partisipasi siswa dan memecahkan masalah secara kreatif. Teknologi harus ditujukan untuk mendorong interaksi sosial yang produktif melalui diskusi kursus online dengan tujuan untuk meningkatkan hasil pembelajaran. Tantangan yang diambil dalam penelitian ini adalah mengembangkan strategi pembelajaran yang paling baik untuk meningkatkan keterlibatan dan interaktivitas siswa dalam kursus online.</p> <p>Penggunaan papan diskusi berbasis teks telah digunakan dalam kursus online sebagai modalitas utama bagi siswa untuk berinteraksi dengan teman-temannya. Namun strategi pengajaran tersebut belum begitu diyakini sebagai strategi pengajaran yang paling efektif. Dalam mencari alat diskusi yang lebih dinamis pengajar membuat latihan interaktif menggunakan format respon berbasis video. Dengan munculnya teknologi pembelajaran memberikan pengaruh yang cukup baik salah satunya terciptanya kelas yang lebih kondusif.</p>
<p>Konsistensi Logis (Sistematika Penulisan) :</p> <p>Sistematika pada jurnal berjudul "<i>The Impact of Text-Based and Video Discussions on Student Engagement and Interactivity in an Online Course</i>" sudah sesuai dengan kaidah penulisan jurnal ilmiah yaitu meliputi judul, nama penulis, identitas penulis, abstrak, pendahuluan, metode, hasil dan pembahasan, kesimpulan dan daftar pustaka. Kekurangan pada penelitian ini yaitu tidak dijelaskan definisi operasional, tidak dijelaskan masalah penelitian secara jelas, tidak ada rekomendasi bagi pembaca dan tidak dijelaskan sasaran penelitian secara rinci baik berupa jenis kelamin maupun usia.</p>

<p>Kerangka Teori : Pada penelitian ini ada beberapa teori yang mendukung antara lain :</p> <ol style="list-style-type: none"> 1. Pernyataan Thomas (2002) bahwa papan diskusi berbasis teks telah terbukti mencakup contoh-contoh pemikiran, refleksi, dan keterlibatan siswa tingkat tinggi. 2. Pernyataan Lawrence & Lentle-Keenan (2013) bahwa integrasi teknologi baru dapat dipandang sebagai sarana untuk meningkatkan hasil belajar.
<p>Pertanyaan penelitian dan Hipotesis : Pertanyaan penelitian dan hipotesis pada penelitian ini antara lain :</p> <ol style="list-style-type: none"> 1. “ Manakah strategi diskusi yang paling efektif untuk meningkatkan keterlibatan dan interaktivitas pembelajaran dalam kursus online?”
<p>Sasaran Penelitian : Sumber data yang dikumpulkan dalam penelitian ini adalah data yang bersumber dari 163 orang mahasiswa yang terdaftar di program keperawatan tingkat master yang mengambil kursus etika pascasarjana online.</p>
<p>Pertimbangan Ethical : Pertimbangan Ethical dalam penelitian telah sesuai dengan etika penelitian yaitu merahasiakan narasumber dan identitas mahasiswa yang diteliti melainkan hanya mencari tahu dampak yang terjadi pada diskusi berbasis teks dan video terhadap keterlibatan dan interaktivitas siswa pada kursus online serta menentukan metode yang paling baik dalam melibatkan siswa dan mendorong pembelajaran dalam kursus online.</p>
<p>Definisi Operasional : Definisi operasional tidak dijelaskan pada jurnal.</p>

METODE
<p>Desain Penelitian :</p> <ul style="list-style-type: none"> ➤ Penelitian dilakukan selama sepuluh minggu dengan jumlah peserta 163 mahasiswa yang terdaftar di program keperawatan tingkat master yang mengambil kursus etika pascasarjana online. Secara statistik rata-rata skor keseluruhan untuk diskusi berbasis video ($M = 3.29$, $SD = 0.66$) sedangkan diskusi berbasis teks ($M = 3.84$, $SD = 0,61$).

Populasi dan Sampel	
Populasi	Mahasiswa keperawatan tingkat master
Sampel	Sampel terdapat 163 mahasiswa
Teknik sampel	Sampel diambil dengan menggunakan survei. Alasan utama menggunakan teknik survei sebagai pengambilan data karena jumlah populasi yang cukup besar. Selain itu, populasi tersebut telah menggambarkan representasi populasi yang diteiti.
Penentuan Besar Sampel	Mahasiswa keperawatan tingkat master yang mengambil kursus etika pascasarjana online
<p>Jelaskan Cara Pemilihan, Teknik Pengambilan, dan Penentuan Besar Sampel :</p> <p>Sampel Penelitian: Sampel penelitian ini adalah 163 mahasiswa keperawatan tingkat master yang mengambil kursus etika pascasarjana online. Sampel diambil dengan menggunakan teknik survei yang berupa pertanyaan. Alasan utama menggunakan teknik survei sebagai pengambilan data karena jumlah populasi yang cukup besar. Selain itu, populasi tersebut telah menggambarkan representasi populasi yang diteiti.</p>	
<p>Variabel Penelitian :</p> <p>Variabel penelitian ini yaitu Keterlibatan Siswa dan Interaktifitas dalam Kursus Online.</p>	
<p>Instrumen yang digunakan :</p> <p>Dalam pembelajaran kursus online terdapat beberapa materi yang disampaikan antara lain etika keperawatan dan pedoman sistem manajemen pembelajaran. Untuk mempersiapkan siswa menghadapi diskusi secara online, materi diskusi menggunakan dua format yaitu format diskusi berbasis teks dan format diskusi berbasis video. Terdapat kriteria papan diskusi berbasis teks yaitu pertanyaan mahasiswa harus sesuai dengan topik yang disampaikan. Sedangkan titik fokus penggunaan diskusi berbasis video yaitu untuk memberikan penjelasan secara rinci terhadap penerapan praktis konten etika keperawatan.</p> <p>Sebelum memulai sesi diskusi mahasiswa diharuskan untuk menonton video yang diberikan oleh lembaga kursus yang kemudian harus ditanggapi melalui rekaman video. Para mahasiswa diharuskan membuat video berdurasi tiga menit tentang diri mereka sendiri yang berbicara tentang video yang ditonton sebelumnya. Kemudian menyerahkannya pada web lembaga kursus. Selain itu, mahasiswa diharuskan menanggapi video dari rekan-rekan mereka minimal dua rekan dengan memberikan umpan balik melalui teks tertulis secara positif dan konstruktif.</p> <p>Di akhir semester, siswa diminta menyelesaikan survei untuk mengidentifikasi persepsi mereka terhadap dua jenis format diskusi. Hal ini dikirimkan kepada peserta selama minggu terakhir kursus menggunakan Survei Lingkungan Pembelajaran On-Line Konstruktivis (COLLES), sebuah alat yang digunakan untuk mengukur keterlibatan dan interaktivitas siswa dengan dua format diskusi (Taylor & Maor, nd)</p>	

PEMBAHASAN TEMUAN PEMBAHARUAN HASIL PENELITIAN	
Kelebihan	Hasil penelitian sesuai dengan variabel penelitian, sehingga mempermudah pembaca dalam mendapatkan informasi baru mengenai dampak diskusi berbasis teks dan video serta strategi diskusi yang paling efektif untuk meningkatkan keterlibatan dan interaktivitas pembelajaran dalam kursus online. Hasil penelitian mudah dipahami dalam segi isi konteks maupun bahasa oleh masyarakat luas untuk menjadi rujukan bagi pembaca.
Kekurangan	Penelitian ini memiliki kekurangan yaitu sasaran penelitian tidak dijelaskan secara rinci baik berupa jenis kelamin dan usia serta sasaran lokasi penelitian yang tidak disebutkan.

DATA ANALISIS HASIL

Analisis data yang Digunakan :

Data dari 163 orang mahasiswa yang setuju berpartisipasi dalam penelitian yang berlangsung sepuluh minggu. Dalam penelitian ini penulis menggunakan teknik survei pertanyaan gaya Likert masing-masing memiliki jawaban yang berkisar dari hampir selalu (5) hingga hampir tidak pernah (1). Data survei dianalisis melalui uji-t sampel berpasangan menunjukkan perbedaan yang signifikan pada pertanyaan survei yang diajukan "Saya menjelaskan ide saya kepada siswa lain" bahwa 4,53% siswa lebih menyukai pembelajaran kursus dengan diskusi berbasis teks dibandingkan dengan diskusi berbasis video yang hanya mendapatkan 4,22% suara. Kemudian pada pertanyaan ke dua "Saya meminta siswa lain untuk menjelaskan ide mereka" bahwa 3,68% siswa lebih menyukai pembelajaran kursus dengan diskusi berbasis teks dibandingkan dengan diskusi berbasis video yang hanya mendapatkan 2,72% suara dari 160 siswa. Pertanyaan ke tiga "Siswa lain meminta saya untuk menjelaskan ide saya" terdapat 3,48% suara menyatakan siswa kursus online lebih menyukai diskusi berbasis teks dibandingkan dengan diskusi berbasis video yang hanya mendapatkan 2,52% suara. Pada pertanyaan ke empat "Siswa lain menanggapi ide saya" mendapat 4,32% suara siswa yang menyukai diskusi berbasis teks sedangkan diskusi berbasis video hanya mendapatkan 3,89%. Pertanyaan ke lima "Siswa lain mendorong partisipasi saya" terdapat 3,75% suara menyatakan bahwa diskusi berbasis teks dapat meningkatkan keterlibatan siswa dibandingkan diskusi berbasis video yang hanya mendapatkan 2,98%. Pertanyaan ke enam "Siswa lain memuji kontribusi saya" bahwa 4,06% siswa diskusi berbasis teks dapat berpengaruh meningkatkan interaktivitas siswa dibandingkan menggunakan diskusi berbasis video yang hanya mendapatkan 3,82%. Pertanyaan ke tujuh "Siswa lain menghargai kontribusi saya" bahwa 4,02% siswa lebih tertarik dengan diskusi berbasis teks dibandingkan diskusi berbasis video yang hanya mendapatkan 3,81% suara. Kemudian pertanyaan terakhir "Siswa lain berempati dengan perjuangan saya untuk belajar" mendapatkan 2,73% suara yang lebih menyukai diskusi berbasis teks dibandingkan dengan diskusi berbasis video yang hanya mendapatkan 2,38% suara. Dengan demikian, diskusi berbasis teks dianggap lebih mudah digunakan dalam kursus online untuk menyelesaikan tugas dan menerima umpan balik langsung. Selain itu, diskusi berbasis teks dalam kursus online diyakini dapat meningkatkan keterlibatan dan interaktivitas siswa,

Hasil Penelitian :

Kelebihan :

Pada hasil penelitian sudah menjabarkan tujuan dan hasil penelitian yang sesuai. Kemudian dalam menjelaskan analisis data telah di dukung dengan teori-teori yang sesuai dengan pembahasan penelitian. Hasil penelitian mendapatkan hasil penemuan yang dapat dijabarkan dan dikaitkan dengan tujuan penelitian.

Kekurangan :

Kurang dijelaskan secara mendetail tentang dampak dari diskusi berbasis teks selain itu teori yang digunakan belum memperkuat hasil dari penelitian tersebut.

Simpulan dan Saran

Kelebihan	Kesimpulan sudah menjelaskan hasil penelitian yang singkat dan padat serta mudah di mengerti.
Kekurangan	Tidak mencantumkan saran dan rekomendasi bagi pembaca

Daftar Pustaka

1. Daftar pustaka pada jurnal ini menggunakan format APA yaitu dimulai dari penulis, tahun, judul, penerbit dan alamat jurnal online
2. Daftar pustaka sudah diurutkan berdasarkan abjad

3. Sistematika penulisan catatan perut sudah benar dan ada di daftar pustaka.

Appendix 2
Students Assessment
Dataset in 2023/2024

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	22010034020	AISYAH SYIFA ULHAQ	2022	100%	75	83	80	83	80,8	A-	1
2	22010034021	ARYA ARJUNA CHOSASIH	2022	100%	76	83	80	83	81	A-	1
3	22010034022	ALFISAH FITRIA SAPUTRI	2022	100%	80	83	85	83	82,8	A-	1
4	22010034023	SYDNEY AMELIA WULANDARI	2022	81.25%	85	85	85	85	85	A	1
5	22010034024	SHAFIRA ALIEF NURFITRIA	2022	100%	75	82	82	83	80,9	A-	1
6	22010034025	MALLA RUSDIANA	2022	93.75%	75	83	80	83	80,8	A-	1
7	22010034026	LISA SUKMAWATI	2022	100%	85	85	85	85	85	A	1
8	22010034027	DIAS SILVANA ANGGRAINI	2022	100%	80	84	85	83	83,1	A-	1
9	22010034028	EYRICKA LEANANDA AZZAHRA	2022	100%	85	85	85	85	85	A	1
10	22010034056	TANIA EKA PUTRI	2022	100%	80	88	86	85	85,1	A	1
11	22010034057	SEPTIAN SANGGA BUANA PURNAWARMAN	2022	100%	80	86	85	88	85,2	A	1
12	22010034058	EDDIES ADELLYA PUTRI	2022	100%	83	85	85	87	85,2	A	1
13	22010034059	FALIHA RIASAH	2022	100%	86	85	85	85	85,2	A	1
14	22010034060	NUR LAILA MAULIDIA	2022	100%	76	84	85	83	82,3	A-	1
15	22010034061	IMELDA AGUSTINA	2022	100%	87	85	85	85	85,4	A	1
16	22010034062	KAVITA ALIVIA RANI	2022	100%	85	85	85	85	85	A	1
17	22010034063	DINDA DAMAR AL-MUNAWAROH	2022	100%	85	85	85	85	85	A	1
18	22010034064	AHMAD FARID FEBRIANTO	2022	100%	85	84	84	87	85,1	A	1
19	22010034065	TRYA ADINDA HASTANTI	2022	100%	76	82	83	85	81,9	A-	1
20	22010034066	HAFIFATUL JANNAH	2022	100%	84	86	85	85	85,1	A	1
21	22010034067	VERLITA AZIZAH ALKHOLIFI	2022	100%	84	86	85	85	85,1	A	1
22	22010034068	AYU WULANDARI	2022	100%	85	85	85	85	85	A	1
23	22010034075	ARDILLA DESSY LUTHFIANA	2022	100%	76	83	83	85	82,2	A-	1
24	22010034085	ELVIRA TRI OKTAVIA	2022	100%	84	86	85	85	85,1	A	1
25	22010034086	AUWALUDIN IKHWAN HABIBULLOH	2022	93.75%	75	82	82	83	80,9	A-	1
26	22010034087	DEVI GHINA ILMAYA	2022	100%	85	85	85	85	85	A	1
27	22010034088	MUFIDAH ROHADATUL AISY	2022	100%	85	85	85	85	85	A	1
28	22010034089	HAWA ATTIN SYABAINI	2022	93.75%	76	82	83	83	81,3	A-	1

29	22010034090	RISKIKA RARA CHANDRA	2022	100%	76	84	85	83	82,3	A-	1
30	22010034091	ANGGIE SUKMA PUSPITASARI	2022	93.75%	75	83	83	83	81,4	A-	1
31	22010034092	NADYA FAJAR SAVITRI	2022	100%	87	85	84	85	85,2	A	1

