MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

2024

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 1

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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
PRODI S1 PENDIDIKAN LUAR SEKOLAH
Kampus Lidah Wetan, Jl. Lidah Wetan, Surabaya 60213 Telepon :
+6231 - 7532160, Faksimil : +6231 – 7532112
Laman : http:/fip.unesa.ac.id email : fip@unesa.ac.id

Life Long Education

Course Description

Lifelong Education course provides an understanding of the history, understanding, concepts, and goals of lifelong learning, as well as the thoughts of world leaders and the implementation of lifelong learning in lifelong education through explanations, discussions, and presentations.

This course discusses the overall learning event that accompanies every step of human life throughout life. In addition, this course also discusses the four pillars of lifelong education, indicators of the success of lifelong education, the concept of development, and the implementation of theory in daily life.

In addition to classroom learning, students are also given the task of studying the implementation of lifelong education around their place of residence, and writing articles about it. The success indicators of this course are that students are able to understand the basic scientific concepts of lifelong education, active in discussions and assignments, and able to apply theory to practical tasks.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♠ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

(Choose one according to the type of material or practical MK)

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

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Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

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 5: Master the basic concepts of Non-formal Education to manage Non-formal Education and Community Education programs.
PLO 7: Master 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.

CLO 1: Understand and master the theories and concepts about lifelong education in Non-formal Education programs completely and contextually as the actualization of innovative, creative, and quality lifelong learning principles.
CLO 2: Able to make appropriate decisions in the context of problem-solving by developing Non-formal Education knowledge based on the results of information and data analysis.
CLO 3: Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, collaborative, communicative, literate in information technology (IT), and has integrity and character.
CLO 4: Able to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.

Teaching methods
Lecturing, Group Discussion, Case Study

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
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Module Coordinator
Heryanto Susilo, M.Pd
Desika Putri Mardiani, M.Pd

Reference/Core Readings

1. Dave, RH (1976). *Foundation of Lifelong Education*, New York. Perganon Press
2. Longworth, Norman and Davies,W.Keith. *Lifelong Learning*: Kogan Page.

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3. Jarvis, Peter (2007). *Globalisation, lifelong learning and the learning society: Sociological perspective*. London and New York:Routledge. 2007.
4. Sudjana D (2006) *Pendidikan Nonformal: Wawasan, sejarah perkembangan, falsafah*, *teori pendukung dan azas*, Bandung. Falah Procution
5. Rogers A (2005) *NonFormal Education*, New York Klower Academik Publisher
6. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003

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Basic NFE Theory

Course Description

Basic NFE Theory course provides an understanding of the basic concepts of Non-Formal Education, history, thoughts on NFE and informal figures, principles, characteristics of NFE, and NFE linkages with the national education system to create a learning society through explanations, discussions, and presentations. Non-formal education is education that is carried out regularly, consciously carried out, but not too strictly following fixed rules, as in formal education in schools. rules, such as in formal education in schools. Because non-formal education is generally carried out not in the physical environment of the school, Because non-formal education is generally carried out not in the physical environment of the school, then non-formal education is identified with out-of-school education. Because non-formal education is generally carried out not in the physical environment of the school, non-formal education is identified with out-of-school education. Therefore, non-formal education programs must be made in such a way as to be flexible Therefore, non-formal education programs must be made in such a way as to be flexible but straightforward, while still attracting the interest of the consumers of education. The indicator of the success of this course is if students are able to implement theory into the practice of Non Formal Education.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♠ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)

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Learning outcomes (PLO+CLO)

PLO 2: Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 5 : Mastering the basic concepts of Non-formal Education to manage Non-formal Education and Community Education programs.
PLO 12: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1: Mastering the concept of Non-formal Education as a basis for curriculum development.
CLO 2: Have the skills to think critically, creatively, innovatively, analytically, have a high work ethic, work together, build relationships and communicate effectively in the field of Non-formal Education.
CLO 3: Internalize academic values, norms and ethics, and demonstrate an independent and responsible attitude towards work in their field of expertise
CLO 4: Mastering theories, concepts, principles of analyzing community needs as adults, as well as mastering information technology in implementing Non-formal Education programs
CLO 5: Able to formulate innovative and creative ideas in order to develop Non-formal Education programs.

Teaching methods
Lecturing, Group Discussion, Case Study

Assessment methods
The assessment is based on the following aspects: Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Shobri Firman Susanto, M.Pd
Dr. Wiwin Yulianingsih, M.Pd

Reference/Core Readings
1. Djokosujoso, Sutomo, dkk. 1998. *Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS)*. Surabaya: Lembaga Penelitian IKIP Surabaya.
2. Mudyahardjo, Redja. 2001. *Filsafat Ilmu Pendidikan*. Bandung: PT Remaja Rosdakarya.
3. Sudjana, D. 2004. *Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas*. Bandung: Falah Production
4. Tilaar, HAR. 1999. *Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia*. Bandung:

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PT. Remaja Rosdakarya**.**

5. Slamat Santoso (2010) Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri.
6. Dave RH (1976) Foundation of life long education, New York. Perganon Press.
7. Longworth, Norman and Davies,W.Keith.Lifelong learning :Learning london.Kogan Page.
8. Jarvis, Peter (2007). Globalisation, lifelong learning and the learning society : Sociological perspective.London and New York:Routledge.
9. Sudjana D (2006) Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution.
10. Rogers A (2005) Non Formal Education, New York Klower Academik Publisher.
11. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003.
12. Pramudia, Joni Rahmat. (2013). Belajar sepanjang hayat : Konsep, kebijakan dan Aplikasi dalam pendidikan Nonformal Menuju Masyarakat Berpengetahuan.
13. Sudiapermana Elih (2013) pemikiran tokoh-tokoh pendidikan nonformal informal. Bandung. EDUKASIA Press

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Digital Literacy

Course Description

This course is a course that develops individual interests, attitudes and abilities to use digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to participate effectively. The study materials in this course are (1) digital literacy in facing the challenges and opportunities of the 21st century; (2) basic principles of digital literacy development; (3) various features of digital technology and communication tools that are useful in life; (4) access and manage digital information effectively; (5) use digital technology and communication tools effectively to create and build new knowledge; and (6) use digital technology and communication tools effectively to communicate with other people and play an active role in global society.

Term and Semester Structure

    a. Term: 16 weeks (meetings)
    b. Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

PLO 1 : Mastering the basic concepts of Non-Formal Education to manage non-formal education and community education programs.
PLO 6: Able to communicate both in writing and orally, in accordance with academic values, norms, and ethics
PLO 7: Able to utilize technology and information in solving problems according to their field of expertise.

CLO 1 Understand the importance of digital literacy in facing the challenges and opportunities of the 21st century.
CLO 2 Have skills in using digital technology and communication tools to access and manage digital information effectively. and build new knowledge.
CLO 3 Have and develop a wise attitude in using digital technology and communication tools to communicate with other people and play an active role in global society.

Teaching methods
Lecturing, Group Discussion, Case Study

Assessment methods
Participation 50%, Middle test 20%, Final test 30%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Utama Alan Deta, S.Pd., M.Pd., M.Si.

Reference/Core Readings
1. DUNCUM, P. (2010). SEVEN PRINCIPLES for Visual Culture Education. Art Education, 63(1), 6–10. http://www.jstor.org/stable/20694807
2. HOPKINS, E. A. (2017). John Dewey and Progressive Education. The Journal of Educational Thought (JET) / Revue de La Pensée Éducative, 50(1), 59–68. https://www.jstor.org/stable/26372390
3. Johnstone, S. M., & Soares, L. (2014). PRINCIPLES FOR DEVELOPING COMPETENCY-BASED EDUCATION PROGRAMS. Change, 46(2), 12–18. http://www.jstor.org/stable/44081628
4. Graham, M. A. (2009). Ap Studio Art as an Enabling Constraint for Secondary Art Education. Studies in Art Education, 50(2), 201–204. http://www.jstor.org/stable/25475900

5. GIESBRECHT, S. (2014). CHAPTER NINE: Design Principles as a Methodology for School Reform. Counterpoints, 461, 161–174. http://www.jstor.org/stable/42982187
6. Idris, Zahara. (1991) Dasar-dasar Kependidikan. Padang: Angkasa Raya.

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7. Mulyasa, E. (2003) Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosdakarya.
8. Rachman, Arief. (2007) Home-Schooling: Rumah Kelasku, Dunia Sekolahku. Jakarta: Penerbit Buku Kompas.
9. Redja Mudyahardjo. (2001) Pengantar Pendidikan: Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia. Jakarta : Raja Grafindo Perkasa
10. Skmadinata, Nana Syaodih. (2003) Landasan Psikologi Proses Pendidikan. Bandung : Remaja Rosdakarya
11. Tirtarahardja, Umar dan La Sulo, S.N. (2005) Pengantar Pendidikan. Jakarta: PT Rineka Cipta. Link
1. https://www.youtube.com/watch?v=_jdTtnWMLVM
2. Film "Gifted"
3. Film "Hickhi"

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Educational Sciences

Course Description

Educational Sciences course discusses the basic concepts of education, human nature and its development, the foundation of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovations in Indonesia, and character education at formal and non-formal education.

This course discusses the basic concepts of education, human nature and its development, the foundation of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both in school and outside school. Lectures are carried out by means of case studies and blended learning. Assessment is carried out by question and answer and written. The indicator of achievement in this course is if students are able to examine the science of education in the realm of philosophy.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

CLO 2: Master theoretical concepts about education in depth and be able to formulate procedural problem-solving
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 5: Master the basic concepts of Non-Formal Education to manage non-formal education and

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community education programs

PLO 7: Mastering the process of planning, implementing and evaluating non-formal education programs

PLO 12: Able to demonstrate a responsible and collaborative attitude by professional norms and ethics

CLO 1: Applying educational expertise and utilizing science and technology in solving problems related to education theoretically and practically and adapting to the situations faced.

CLO 2: Master theoretical concepts about education in depth and be able to formulate procedural problem-solving.

CLO 3: Make the right decisions based on information and data analysis and be able to guide in choosing various alternative solutions independently and in groups.

CLO 4: Responsible for self-learning performance, agreement with group colleagues in understanding basic educational concepts theoretically and practically, and properly applying relevant educational theories in their field of study. Theoretical and practical and able to adapt to the situations faced.

Teaching methods
Lecturing, Group Discussion, Case Study

Assessment methods
The assessment is based on the following aspects: Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Heryanto Susilo, M.Pd

Reference/Core Readings
1. Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang
2. Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka
3. Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.
4. Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.
5. Driyarkara . 1980. Driyarkara tentang Pendidikan. Yogyakarta : Penerbit Kanisius.
6. John I. Goodlad,. Educational Renewal. San francisco : Jossey-Bass Publishers
7. John Dewey. 1950. Democracy and Education. New York : The Macmillan Company.
8. Roesminingsih, M. V., & Susarno, L. H. (2023). Memahami Imu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.
9. Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta : Penerbit Andi.

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10. Roesminingsih, M. V., & Susarno, L. H. (2022). Teori dan Praktik Pendidikan. Surabaya: BINTANG Surabaya.
11. Basri, Hasan. 2013. Landasan Pendidikan. Bandung: CV Pustaka Setia
12. Ihsan, Fuad. 2011. Dasar-Dasar Kependidikan. Jakarta: PT. Rineka Cipta
13. Mudyahardjo, Redja. 2011. Pengantar Pendidikan. Jakarta: PT Rajagrafindo Persada
14. Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Afabeta

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Identification of Learning Needs and Resources

Course Description

This course provides an understanding of the concepts, techniques and methods of identifying learning needs and resources for individuals, institutions and communities, as well as their utilization for planning non-formal education programs in the community. Lectures are conducted by providing explanations, discussions, assignments and practicums. The success indicators of this course are that students are able to identify and map community learning needs according to the potential of the community, then students are able to develop appropriate non-formal education programs.

Term and Semester Structure
- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 2:Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 4: Continuous self-development and collaboration.
PLO 6: Master community empowerment techniques to plan and apply Non-formal Education and Community Education programs
PLO 7: Master 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

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Community Education

CLO 1: Understand and master the theories and concepts regarding identifying Learning Needs and Resources in Non-formal Education programs completely and contextually as actualizing innovative, creative, and quality lifelong learning principles.
CLO 2: Able to make appropriate decisions in the context of problem-solving through developing Non-formal Education knowledge based on the results of information and data analysis.
CLO 3: Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, collaborative, communicative, literate in information technology (IT), and has integrity and character.
CLO 4: Able to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.

Teaching methods , Collaborative Learning
Lecturing, Group Discussion, Collaborative Learning, Case Study

Assessment methods
The assessment of this course is based on several following aspects: Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes
Widya Nusantara, M.Pd

Reference/Core Readings
1. I Ketut Atmaja dkk. 2020.Identifikasi kebutuhan dan sumber belajar pendidikan non formal dan informal.CV Beta Aksara
2. Bradshaw, J. 1972. The concept of need. New Society, 30, 640-643.
3. Kettner, Moroney, and Martin, L.L. 2008). Designing and managing programs: An effectiveness-based approach. Los Angeles, Sage.
4. Maslow, A. 1954. Motivation and personality. New York: Harper & Row.
5. Ponsioen, J. 1962. Social welfare policy: Contributions to theory. The Hague, the Netherlands: Mouton.
6. Need Assessment And Holistic Planning http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198105_kaufman.pdf

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Public Health Education

Course Description

This course discusses concepts, knowledge, and healthy attitudes / behavior to students about planning, selecting strategies for health education efforts to the community. Health improvement efforts include promotive, preventive, curative and rehabilitative efforts. Promotive efforts by conducting public health education so that changes in healthy behavior occur. the indicator of the success of this course is if students are able to use effective communication to the community in relation to the delivery of health-related information and education.

Term and Semester Structure
- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90.67 hours/Semester	2 Credits x 1.59 = 3.18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 2: Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 8:Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education

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PLO 10: Able to communicate both in writing and orally in accordance with academic values, norms and ethics.

CLO 1: Able to identify and define the concepts and objectives of public health education
CLO 2: Able to study public health and public health businesses
CLO 3: Able to understand and identify public health theories
CLO 4: Demonstrate a positive attitude and cooperation to realize non-formal education programs in the field of public health

Teaching methods
Lecturing, Group Discussion, Case Study

Assessment methods
The assessment is based on the following aspects: Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes

Reference/Core Readings
1. Soekidjo, N. 2010. Promosi Kesehatan (Teori dan Aplikasi). Jakarta: Rineka Cipta.
2. White, Kevin. 2011. Pengantar Sosiologi Kesehatan dan Penyakit. Jakarta: Rajawali Pers.
3. Soekidjo, N. 2010. Ilmu Perilaku Kesehatan. Jakarta: PT. Rineka Cipta.
4. Sundari, Siti. 2005. Kesehatan Mental dalam Kehidupan. Jakarta: Rineka Cipta.
5. Pranowo, A.J. 2010. Diet Sehat Alami Golongan Darah. Jakarta: Medjahati Pustaka.
6. Soegeng, S. 2007. Kesehatan dan Gizi. Jakarta: UT.

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Religious Education

Course Description

The Religious course aims to form the student's personality (kaffah) by making Islamic teachings the basis for thinking, behaving, and behaving in scientific and professional development. A complete personality can only be realized if every student is instilled in faith and piety to Allah SWT. Faith and piety will only materialize if supported by the development of its elements: insight/knowledge about Islam, religious attitudes, skills in carrying out Islamic teachings, commitment to Islam, self-confidence as a Muslim, and skills in carrying out religious teachings. In the psycho-social constellation, both as individuals, family members, community members, and Indonesian citizens. This course upholds the values of divinity, humanity, unity, deliberation, and justice within the framework of Pancasila and the Unitary State of the Republic of Indonesia. This lecture also integrates Anti-Corruption Education material and religious moderation. Lectures include case study analysis, presentations and discussions, project assignments/problem-solving, and reflection.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90.67 hours/Semester	2 Credits x 1.59 = 3.18 ECTS	Bahasa Indonesia	37 Students

(Pilih salah satu sesuai dengan jenis MK materi atau praktik)

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

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Learning outcomes (PLO+CLO)

PLO 6: Able to communicate both in writing and orally in accordance with academic values, norms and ethics
PLO 8: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1: Utilizing learning resources and ICT-assisted learning media to explore data/information in the context of learning Islamic Religious Education includes insight/knowledge of Islam, religious attitudes, skills in carrying out Islamic teachings, commitment to Islam, confidence as a Muslim, and skills in carrying out religious teachings. In a psycho-social constellation, both as a person, family member, community member, and as an Indonesian citizen.
CLO 2: Identify theoretical concepts about Islamic knowledge according to reference sources..
CLO 3: Having a mindset, attitude, and action pattern that reflects a good Muslim personality who has the ability to carry out religious teachings..
CLO 4: Make decisions based on theoretical concepts of Islamic teachings to contribute in analyzing cases and solving problems.
CLO 5: Have a responsible attitude and behavior that reflects a good Muslim and be part of a good citizen in the life of the community, nation and state.

Teaching methods
Lecturing, Group Discussion, Case Study

Assessment methods
The assessment is based on the following aspects: Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Sri Abidah Suryaningsih, S.Ag., M.Pd.

Reference/Core Readings
Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani.
Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset.
Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerpannya di Indonesia. Jakarta: Teraju.
Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin
Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah. Bandung: ADPISI Press
Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS.

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Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka.

----------------------. 2008. Islam Agama Peradaban. Jakarta: Paramadina

Sukidi. 2002. Kecerdasan Spiritual. Jakarta: Gramedia.

Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta

Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Tim Dosen PAI-Unesa. 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum. Surabaya: Unesa University Press.

Toshihiko, Izutsu. 2003. Konsep-konsep Etika Religius dalam Al-Quran. (Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya.

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PNF Comparison
Course Description

Students have an understanding of the comparison of types of non formal and informal education programs in various countries, as well as the development of non formal and informal education programs in various countries and are able to be responsible for the results of work by comparing non formal and informal education programs in various countries in order to play a role as non formal education program managers and community empowerment.
 	
     Students are able to study the forms and types of non-formal and informal education from various countries in the world, and then be able to study them by comparing them with the implementation of education in Indonesia. Furthermore, students can modify non-formal and informal education programs in Indonesia based on inspiration from the comparison.
 	
     Learning is carried out with lectures in class, utilizing various kinds of learning resources, and assessment is given through various project assignments, and the final assignment by making a book related to the implementation of non-formal and informal education from various countries.

Term and Semester Structure
a.   Term: 16 weeks (meetings)   **b.**   Semester: 1st semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

(Choose one according to the type of material or practical MK)

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

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Prequisites for participation (if applicable)
-   PNF Basic Concepts

Learning outcomes (PLO+CLO)

PLO 1: Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties
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 7: Mastering the process of planning, implementing and evaluating non-formal education and community education programmes
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.

CLO 1 : Students are able to understand the basic concepts of education
CLO 2 : Students are able to identify the implementation of informal non-formal education in Indonesia
CLO 3: Students are able to understand the implementation of informal non-formal education in several countries in the world
CLO 4: Students are able to take responsibility for the decisions they have made
CLO 5: Students are active in lectures and completion of course projects.

Teaching methods
Lecturing, Project-Based Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Widya Nusantara, M.Pd

Reference/Core Readings

1. Imam Barnadib, 1981, Dasar-dasar Pendidikan Perbandingan, Yogyakarta
2. Sudomo M, Drs, MA, 1979, Mengenal Gagasan, Teori dan Sistem Pendidikan di Berbagai Negara, FIP IKIP Malang.
3. Yatim Riyanto, 2007. PNF di Berbagai Negara

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4. Kas Mazurek, Margret A. Winzer, Czeslaw Majorek 1999. Education In A Global Society, A Comparative Perspective,Allyn And Bacon.
5. Wynzer, Margret.2008. Education in a Global Society. The University of Michigan: Allyn and Baker.

MODUL OF HANDBOOK

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SEMESTER 2

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Indonesia Language

Course Description

The Indonesian language course discusses (1) the history, position, and function of the Indonesian language; (2) critical reading; (3) the characteristics of scientific Indonesian; (4) improved spelling; (5) scientific work; (6) writing proposals; (7) articles and papers; (8) editing; (9) quotations and reference lists, and (10) presentations. The success indicator of this course is that students are able to use good language in written and spoken form as a communication tool to establish relationships with the community.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 6: Able to communicate both written and verbally by academic values, norms, and ethics.

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PLO 7: Using technology and information to solve problems according to their expertise.
PLO 8: Able to demonstrate a responsible and collaborative attitude by professional norms and ethics.

CLO 1: Utilize ICT-assisted learning resources and learning media to explore data, collect information, and solve problems to support the implementation of Indonesian language learning.
CLO 2: Master the concepts of writing techniques, presentation techniques, various languages, and editing techniques using discussion, lecture, and lesson study models.
CLO 3: Able to make decisions based on analysis of information and data related to Indonesian to plan, implement, and evaluate learning activities so that they can be adapted to various learning conditions.
CLO 4: Have a responsible attitude towards making language skills products (speaking, reading, and writing).

Teaching methods
Lecturing, Group Discussion, Cooperative Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Diding Wahyudin Rohaedi, M.Hum
Prima Vidya Asteria, M.A

Reference/Core Readings
Ahmadi, Anas. 2015. *Psikologi Menulis*. Yogyakarta: Ombak.

Alwi, Hasan, dkk. 2014. *Tata Bahasa Baku Bahasa Indonesia* (Edisi 3). Jakarta: Balai Pustaka.

Arifin, Zaenal dan Amran Tasai. 2004. *Cermat Berbahasa*. Jakarta: Akademika Pressindo.

Axelrod, R.B. & Cooper, C.R. 2010. *Guide to Writing*. Benfork: Boston.

Dalman. 2014. *Keterampilan Menulis*. Jakarta: Raja Grafindo Persada.

Depdiknas. 2015. *Ejaan Bahasa Indonesia*. Jakarta: Depdiknas. (Peraturan Pemerintah No.50 Tahun 2015)

Sugono, Dendy, dkk. 2003a. Pengindonesiaan Istilah Asing dalam Bahasa Indonesia. Jakarta: PB.

Suhertuti, dkk. 2011. *Bahasa Indonesia sebagai Sarana Komunikasi Ilmiah*. Bogor: Irham Publishing.

Tim Penulis. 2016. *Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia*. Surabaya:

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University Press (Unesa Press).
Wijayanti, Sri Hapsari, dkk. 2013. *Bahasa Indonesia: Penulisan dan Penyajian Karya Ilmiah*. Jakarta: Rajawali Pers.

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Economic Development

Course Description

This course provides provision for understanding and discussion with the main theme of economic development from the principles of development economics in relation to various problems and major issues faced by developing countries and how to overcome them using non-formal education. The scope of material discussion includes the basic concepts of economic development, growth, poverty and income distribution, migration, agricultural, industrial and trade sector development and sustainable development; classical and contemporary theories and theories of income distribution; population problems; third world industrialization, investment and foreign debt, and economic globalization. Lectures are conducted through lectures, discussions, case studies, and presentation of discussion results.

Term and Semester Structure
- a.   Term: 16 weeks (meetings)
- b.   Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

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Learning outcomes (PLO+CLO)

PLO 1: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.
PLO 3: Mastering the process of planning, implementing and evaluating non-formal education and community education programs
PLO 9: Able to internalize the entrepreneurial spirit creatively and innovatively

1. Students are able to explain the study of economic development in the context of various development problems in developing and developed countries.
2. Able to develop various kinds of non-formal education programs that are useful for improving the standard of economic life
3. In terms of entrepreneurship, able to show the attitude of the spirit of work for the welfare of self and the environment
4. Able to understand and provide solutions to the problems of poverty, inequality in income distribution patterns, unemployment, educator growth, environmental damage and development stagnation in rural areas.
5. Able to understand and explain the abstract models used for analysis and all of them are placed in the framework of thinking about how a developing country should act in the development process.

Teaching methods
Lecturing, Group Discussion, Cooperative Learning, Case Study

Assessment methods
Participation Activities 50%, Tes Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Rofik Jalal Rosyanafi, M.Pd
Dr. Wiwin Yulianingsih, M.Pd

Reference/Core Readings

1. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin
2. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah. Bandung: ADPISI Press
3. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS.
4. Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka.
5. -. 2008. Islam Agama Peradaban. Jakarta: Paramadina
6. Sukidi. 2002. Kecerdasan Spiritual. Jakarta: Gramedia.
7. Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta

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8. Tim Penulis Kemendikbud, 2014, Pendidikan Agama Islam pada Perguruan Tinggi Umum, Jakarta : Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

9. Tim Dosen PAI-Unesa, 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum, Surabaya : Unesa University Press.

10 Toshihiko, Izutsu, 2003, Konsep-konsep Etika Religius dalam Al-Quran.(Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya

11.Wibhawa, Budhi dkk. 2010. Dasar-dasar Ekonomi Pembangunan dan Koperasi. Bandung: Widya Padjajaran.

12.Fahrudin, Adi.2012. Pengantar Kesejahteraan Sosial. Bandung: Reflika Aditama.

13.Rukminti Adi, Isbandi.2003.Pemberdayaan Pengembangan Masyarakat dan Intervensi Komunitas. Jakarta: FEUI.

14. Kuncoro, Mudrajad. 2000. Ekonomi Pembangunan. Yogyakarta: UPP APM YKPN

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NFE Profession

Course Description

This course provides an understanding and ability of the concept of profession, types of PNF professions, the relationship between PNF and PNF professions, PNF professional ethics, and policies related to PNF professions through explanation, discussion, and presentation. The non-formal education profession discusses the potential job opportunities of non-formal education graduates, and directs students to have the competencies needed in the future. It is expected that students build their personality branding well. The indicator of the success of this course is if students have a comprehensive understanding of the professions based on non-formal education, students are able to examine professional opportunities that can be developed in an ever-changing era.

Term and Semester Structure
    a.   Term: 16 weeks (meetings)
    b.   Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

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Learning outcomes (PLO+CLO)

PLO 1: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.
PLO 3: Mastering the process of planning, implementing and evaluating non-formal education and community education programs.
PLO 5 : 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 6 : Mastering the basic concepts of Non Formal Education to manage non-formal education programs
PLO 12 : Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1: Understand and master theories and concepts about Nonformal Education Professionalism as a whole and contextually.
CLO 2: Mastering the concepts and procedures of community development through the Non-formal Education approach critically, creatively, cooperatively, communicatively, literate in information technology (IT), and have integrity and character.
CLO 3: Have a positive attitude to follow the learning well.
CLO 4: Able to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.

Teaching methods
Lecturing, Group Discussion, Cooperative Learning, Case Study

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Desika Putri Mardiani, M.Pd
Dr. Heryanto Susilo, M.Pd

Reference/Core Readings
Raymond J. Wlodkowski. 1985. *Enhancing Adult Motivation to Learn*. California: Jossey Bass Inc.
Soedomo, M. 1989. *PLS ke Arah Sistem Pengembangan Masyarakat*. Jakarta: Departemen P&K.
Sudarwan Danim dan Khairil. 2010. *Profesi Kependidikan.* Bandung: Alfabeta
Sutomo, Ds, dkk. 1998. *Landasan Keilmuan dan Keprofesian PLS.* Laporan Penelitian. Surabaya: University Press.
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Inclusive Education

Course Description

This course will examine in depth: The basic concept of inclusive education; Philosophy, basic principles and regulations; Diversity PDBK (characteristics) (law no 8 physical, mental and intellectual disabilities); Policy for implementing inclusive education in Indonesia (regulations, guidelines); The concept and implementation of inclusive education in Indonesia (which includes the Student Admission System, Identification and Assessment, Curriculum adaptation, Preparation of learning tools, Implementation of learning, Assessment); Management of inclusive education (8 principles basic education); Support System for Providing Inclusive Education; Accessibility and Assistive technology. Implementation discussion Inclusive education is intended for all students at all levels, types and units of education through the GDPK social paradigm approach by incorporating the noble values of Indonesian educational culture.

The success indicator of this course is if students have a comprehensive understanding of inclusive education, have good tolerance for people with special needs, and are able to align inclusive education programs in non-formal education programs.

Term and Semester Structure
    a.   Term: 16 weeks (meetings)
    b.   Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)
PLO
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 9: Able to empower the community and apply social entrepreneurship to the management of PNF unit institutions
PLO 12: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics

CLO– 1 : Utilizing science and technology as a tool to obtain information related to inclusive education and communicate it.
CLO– 2 : Mastering the concept of inclusive education, and its implementation and resolving problems procedurally.
CLO– 3 : Make decisions in applying understanding to students with special needs based on analysis of information and assessment data to provide alternative solutions to learning problems at school.
CLO– 4 : Responsible for the performance of the learning carried out.

Teaching methods
Lecturing, Group Discussion, Cooperative Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Ima Kurrotun Ainin, S.Pd., M.Pd.
Dr. Asri Wijiastuti, M.Pd.
Prof. Dr. Sujarwanto, M.Pd.
Danis Ade Dwirisnanda, S.Pd., M.Hum.
Muhammad Nurul Ashar , S.Pd., M.Ed.

Reference/Core Readings

1. Budiyanto. (2011). Best Practices Inclusive Education in Japan, Australia, India, and Thailand, CRICED Tsukuba University.
2. Carrington. Suzanne, and Macarthur. Jude.(Ed). (2012). Teaching In Inclusive School Communities,

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4. Choate. Joyce S., (2004). Pengajaran In k lusif Yang Sukses: Cara Handal untuk mendeteksi dan memperbaiki kebutuhan khusus, Hellen Keller International. Pearson Education Inc.
5. Hellen Keller International, Menjadikan Lingkungan Inklusif: Ramah Terhadap Pembelajaran (LIRP) .
6. Kementrian Pendidikan Nasional, Modul Pelatihan Pendidikan Inklusif , kerjasama Kementrian Australia- Indonesia.
7. Pedoman Umum Penyelenggaraan Pendidikan Inklusif , (2011) Departemen Pendidikan dan Kebudayaan.
8. Pedoman Pembudayaan Pendidikan Inklusi di Indonesia, (2012), Direktorat PK-PLK Jakarta Kemndikbud.
9. Salend. Spencer J., (2011). Creating Inclusive Classrooms: Effective and Reflective Practice, Seven Edition. Boston: Pearson Education Inc.
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11. Ruth Colker. 2008. (Cambridge Disability Law and Policy Series) - When is Separate Unequal__ A Disability Perspective. Cambridge University Press.
12. Seamus Hegarty, Cor and Meijer, Sip Jan Pijl. 1996. (International perspective on reading assessment) Inclusive Education_ A Global Agenda. Routledge.
13. Ann Lewis, Brahm Norwich. 2004. Special Teaching for Special Children_ A Pedagogy for Inclusion_ (Inclusive Education). Open University Press.
14. Chrissie Rogers (auth.). 2007. Parenting and Inclusive Education_ Discovering Difference, Experiencing Difficulty-Palgrave. Macmillan UK.
15. David Mitchell. 2007. What Really Works in Special and Inclusive Education_ Using evidence-based teaching strategies.
16. Antonio L. Ellis (eds.). 2017. (Studies in Inclusive Education) Transitioning Children with Disabilities_ From Early Childhood through Adulthood. Sense Publishers(.
17. Armineh Soorenian (auth.). 2013. (Studies in Inclusive Education) - Disabled International Students in British Higher Education_ Experiences and Expectations. SensePublishers.
18. Elizabeth Walton. 2016. The Language of Inclusive Education_ Exploring Speaking, Listening, Reading and Writing. Routledge.
19. Garry Hornby (auth.). 2014. - Inclusive Special Education_ Evidence-Based Practices for Children with Special Needs and Disabilities. Springer-Verlag New York.
20. Jenny Corbett. 2001. Supporting Inclusive Education_ A Connective Pedagogy. School Concerns Series.
21. Lani Florian, Margaret J. McLaughlin. 2008. Disability Classification in Education_ Issues and Perspectives.
22. Leda Kamenopoulou. 2018. Inclusive Education and Disability in the Global South-Springer International. Publishing_Palgrave Macmillan.
23. MIke Adams. 2006. Towards Inclusive Learing in Higher Education_ Developing Curricula for Disabled Students.
24. Mike Cole.2003. Education, Equality and Human Rights_ Issues of Gender, Race, Sexuality, Disability and Social Class. Routledge
25. Richard Hanks. 2010. Common SENse for the Inclusive Classroom_ How Teachers Can Maximise Skills to Support Special Education Needs. Jessica Kingsley Pub.

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26. Shruti Taneja Johansson (editor)_ Nidhi Singal (editor)_ (Senior lecturer) Paul Lynch (editor). 2019. Education and Disability in the Global South_ New Perspectives from Africa and Asia.
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Physical & Fitness Education

Course Description

This course equips students to maintain fitness and health as the main capital in every activity. Lectures are given through field practice in sports activities as a learning experience aimed at developing health values, physical fitness and also the importance of health in carrying out lifelong education. This course provides students with extensive opportunities to improve social skills involving independent physical activity.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 6: Able to communicate both written and verbally by academic values, norms, and ethics.
PLO 8: Able to demonstrate a responsible and collaborative attitude by professional norms and ethics.

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PLO 6: Able to communicate effectively, both in writing and orally, in accordance with academic values, norms, and ethics.
PLO 8: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics

CLO 1 Upholding human values in carrying out duties based on religion, morals and ethics in improving the quality of life in society, nation, state and the advancement of civilization based on Pancasila.
CLO 2 respect, cooperate and have social sensitivity in the diversity of cultures, views, religions and beliefs, as well as other people's original opinions or findings.
CLO 3 Able to demonstrate independent, quality, measurable performance and maintain a work network and able to make appropriate decisions in the context of solving problems in their field of expertise based on the results of information and data analysis.
CLO 4 Able to interact positively, be tolerant and respect others in completing learning activities.
CLO5 Able to plan, interpret and carry out physical activities to maintain daily health.

Teaching methods
Lecturing, Practice-based Learning, Demonstration

Assessment methods
Performance Assessment 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Fajar Eka Samudra, S.Or., M.Kes.
Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO

Reference/Core Readings
Hartono,S., dkk. 2013. *Pendidikan Jasmani (Sebuah Pengantar).* Surabaya: Unesa University Press.

Nurhasan, dkk. 2005. *Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia yang Sehat Jasmani dan Rohani).* Surabaya: Unesa University Press.

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Dugan, S. A., Gabriel, K. P., Lange-Maia, B. S., & Karvonen-Gutierrez, C. (2018). Physical Activity and Physical Function: Moving and Aging. Obstetrics and Gynecology Clinics of North America, 45(4), 723–736. https://doi.org/10.1016/J.OGC.2018.07.009

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Lopes, V. P., Malina, R. M., Gomez-Campos, R., Cossio-Bolaños, M., Arruda, M. de, & Hobold, E. (2019). Body mass index and physical fitness in Brazilian adolescents. Jornal de Pediatria, 95(3), 358–365. https://doi.org/10.1016/J.JPED.2018.04.003

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Luís Griera, J., María Manzanares, J., Barbany, M., Contreras, J., Amigó, P., & Salas-Salvado, J. (2007). Physical activity, energy balance and obesity. Public Health Nutrition, 10(10 A), 1194–1199. https://doi.org/10.1017/S1368980007000705

Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Faucette, N., & Hovell, M. F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. American Journal of Public Health, 87(8), 1328–1334. https://doi.org/10.2105/AJPH.87.8.1328

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World Health Organization. (2010). Global recommendations on physical activity for health. In WHO Press. Retrieved from http://apps.who.int/iris/bitstream/handle/10665/44399/9789241599979_eng.pdf;jsessionid=23CAE902DD510DBA1B49929E261460D2?sequence=1

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Pancasila Education

Course Description

Pancasila Education course will discuss the concept and nature of Pancasila as the basis and ideology of the state and the nation's outlook on life. This course also examines Pancasila historically, juridically, and philosophically as its actualization in national and state life; Pancasila as the foundation in political ethics and the development paradigm and its implementation in the life of society, nation and state through assessment, presentation of concepts, discussions, case studies, and giving assignments both individually and in groups.

Term and Semester Structure

    a.   Term: 16 weeks (meetings)
    b.   Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 6: Able to communicate both written and verbally by academic values, norms, and ethics.

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Pancasila Education
PLO 8: Able to demonstrate a responsible and collaborative attitude by professional norms and ethics. CLO 1: Utilizing information technology to search for data/information to identify and resolve nation and state development problems from the perspective of the basic values of Pancasila as the ideology and foundation of the Indonesian state. CLO 2: Know the basic values of Pancasila as principles and guidelines for life in society, nation, and state CLO 3: Able to make the right decisions in dealing with problems in social, national, and state life and can provide solutions based on Pancasila values CLO 4: Have a responsible, caring, honest, cooperative attitude, respect opinions, and have a sense of love for the country in implementing and preserving Pancasila values in reality and everyday life
Teaching methods Lecturing, Cooperative Learning, Case Study
Assessment methods Participation Activities 50%, Test Exam 50%
This module is used in the following study program/s as well Undergraduate program
Module Coordinator Muh. Ali Masnun, S.H., M.H. Drs. Sumarno, M.Hum.
Reference/Core Readings Tim MKU Pendidikan Pancasila Unesa. 2017. *Pendidikan Pancasila*. Surabaya: Unesa University Press. Nurwardani, Paristiyanti, dkk. 2016. *Pendidikan Pancasila untuk Perguruan Tinggi*. Jakarta. Dirjen Pembelajaran dan Kemahasiswaan, Kemenristekdikti. Direktorat Jenderal Pendidikan Tinggi. 2012. *Materi Ajar Mata Kuliah Pendidikan Pancasil*a. Jakarta: Direktorat Pembelajaran dan Kemahasiswaan. Syarbaini, Syahrial. 2011. *Pendidikan Pancasila: Implementasi Nilai-nilai Karakter Bangsa di Perguruan Tinggi*. Bogor: Ghalia Indonesia. Latif, Yudi. 2011. *Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila.* Jakarta: PT. Gramedia. Latif, Yudi.2014. *Mata Air Keteladanan. Pancasila dalam Perbuatan.* Jakarta: Mizan Pusat Studi Pancasila UGM. 2012. *Pancasila Dasar Negara*. Yogyakarta: PSP Press. Thaib, Dahlan. 1991. *Pancasila Yuridis Ketatanegaraan.* Yogyakarta: UPP AMP YKPN.

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Social Psycology

Course Description

This course provides an understanding of the concepts, meanings, approaches, methods, historical background of social psychology, personality, social behavior, patterns of application of social psychology theories and group dynamics through explanations, discussions, presentations and assignments. In class, students discuss the results of their learning about social psychology through reading literature from books and media on the internet. The assessment of this course is taken from their active participation during lectures and quizzes, midterm and final exams. The success indicator of this course is if students are able to apply theories in learning social psychology to examples of social phenomena in society, then study them in discussions.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 2nd semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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PLO 6: Mastering community empowerment techniques to plan and implement them in 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 9: Able to empower communities and apply social entrepreneurship in the management of non-formal education institution units.
PLO 12 : Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and
ethics.

CLO 1 Understand and master theories and concepts about social psychology in a complete and contextual manner.
CLO 2 Have the skills to implement social psychology knowledge in people's lives.
CLO 3 Have a positive attitude to participate in learning well

Teaching methods
Lecturing, Cooperative Learning, Case Study

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. Hj. Gunarti Dwi Lestari, M.Si., M.Pd.
Monica Widyaswari, M.Pd.

Reference/Core Readings
1. Abu Ahmadi. 1988. *Psikologi Sosial.* Surabaya: PT. Bina Ilmu.
2. James A. 1994. *Social Psychology.* USA: McGraw-Hill Inc.
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6. Stephen L. Franzoi. 2005. *Social Psychology.* USA: Mc.Graw Hill Higher Education
7. Stangor, Charles. 2011. Principles of Social Psychology. Toronto. Pressbooks.
8. Baron, R. A., Branscombe, N. R., & Byrne, D. 2012. Social Psychology (13th ed.). Boston: Pearson Education.
9. University of Pakistan. 2019. Social Psychology (Handout). Pakistan. Virtual University of Pakistan.

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Sociology & Antropology of Education

Course Description

This course provides an understanding and knowledge of aspects related to the patterns of Indonesian society and culture related to educational aspects. Social psychology includes discussing the basic concepts of social psychology, the history of the development of social psychology, approaches, grand theory, social interaction, leadership in social psychology, social attitudes, social motives, social prejudice, social conflict and integration, aggression and altruism. The success indicator of this course is if students are able to implement sociology and anthropology knowledge into various aspects of society.

Term and Semester Structure

a.   Term: 16 weeks (meetings)
b.   Semester: 2nd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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FAKULTAS ILMU PENDIDIKAN
PRODI S1 PENDIDIKAN LUAR SEKOLAH
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PLO 4: Continuous self-development and collaboration.
PLO 6: Mastering community empowerment techniques to plan and implement them in non-formal education and community education programs.
PLO 8: Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education.

CLO 1 : Understand and master the knowledge of sociology and anthropology to be applied in developing Non-formal Education programs in a complete and contextual manner, so that students are able to act as educators and managers in the fields of training, community empowerment, and Non-formal and Informal Education.
CLO 2 : Able to make appropriate decisions in the context of problem solving through scientific development of Non-formal Education based on the results of information and data analysis.
CLO 3 : Have a positive attitude to participate in learning well.
CLO 4 :Students Master the Concepts of Sociology and Anthropology of Education as Social Sciences

Teaching methods
Lecturing, Cooperative Learning, Case Study

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Sjafiatul Mardliyah, S.Sos., M.A.
Dr. Sobri Firman Susanto, M.Pd

Reference/Core Readings
Koentjaraningrat (1980). Sejarah Teori Antropologi II. Jakarta: Rineka Cipta
Koentjaraningrat. (1990). *Pengantar Ilmu Antropologi.* Jakarta: Rineka Cipta.
Mansour Fakih, dkk. (2001). Pendidikan Popular: Membangun Kesadaran Kritis. Yogyakarta: REad. Book.
Nasution. (1983). Sosiologi Pendidikan.
Nur Syam (2007) *Madzhab-Madzhab Antropologi.* Yogyakarta: LkiS
Paulo Freire (2004). Pendidikan Berbasis Realitas sosial.
Soerjono Soekanto. (2002). Sosiologi Suatu Pengantar. Jakarta: RadaGrasindo Persada.
Suhanadji, dkk. (2008). *Sosiologi-Antropologi Pendidikan.* Surabaya: UNESA University Press.
William F. O'neil. (2002). Ideologi-Ideologi Pendidikan. Yogyakarta: Pustaka Pelajar.

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Learning Theory & NFE Learning

Course Description
This lecture generally aims to provide an understanding and ability of learning and learning theories, managing learning in the teaching-learning process to the maximum, starting with a discussion of the nature and understanding of learning in the teaching-learning process, discussion of learning theory begins with a discussion of learning theories, which prioritizes behavioristic learning theory and constructivistic learning theory and discussion of learning principles and their implications in PNF learning. Learning is carried out by lecturing in class discussing the results of reading literature, presenting the results of discussions and giving assignments. The indicator of the success of this learning is that students are able to understand the theories of learning that are integrated into the learning process of non-formal education and are able to map learning theories that are suitable for non-formal education programs.

Term and Semester Structure
a. Term: 16 weeks (meetings)   b. Semester: 2nd semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Learning outcomes (PLO+CLO)

PLO 2: Mastering community empowerment techniques to plan and implement them in non-formal education and community education programs.
PLO 3: Mastering the process of planning, implementation, and evaluation of non-formal education and community education programs.
PLO 4: Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education.

CLO 1 Understand and master the theories and concepts regarding learning and learning theories in Non-formal Education programs completely and contextually as the actualization of innovative, creative and quality lifelong learning principles.
CLO 2 Able to make appropriate decisions in the context of problem solving through scientific development of Non-formal Education based on the results of information and data analysis.
CLO 3 Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, cooperative, communicative, literate in information technology (IT), and has integrity and character.
CLO 4 Able to manage Non-formal Education programs that are based on devotion, independence and social entrepreneurship

Teaching methods
Lecturing, Cooperative Learning, Case Study

Assessment methods
Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Drs. Heru Siswanto, M.Si
Widya Nusantara, M.Pd

Reference/Core Readings
Schunk, D.H. 2012. *Learning Theories An Educational Perspective, Sixth Edition*.(Indonesian Translation). Yogyakarta: Pustaka Pelajar.
Soetopo, Hendyat. 2005. Pendidikan dan Pembelajaran. Malang:UMMPress.
Sudjana. 2000. Strategi Pembelajaran. Bandung: Falah Production.

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Critical Education Theory

Course Description

Critical educational theory courses lead students to have an understanding and skills in analyzing the basics of community development through educational studies in the context of social reality. To ensure this understanding, material provision is needed in the form of: concepts of educational philosophy and ideology, educational politics as played by the state, critical educational concepts, educational concepts regarding problems and critical education, educational methodology, training management, processing training media, educational visualization, and educational comparisons. critical of other educational concepts.

This course provides an understanding of, social concepts, social facts, social theories and their development, critical theory and its originators, critical education, as well as derivative theories that developed in the modern era, the skills to analyze the basics of community development through educational studies in the context of social reality, through explanation, discussion and presentation through explanation, discussion and presentation. Indicators of success in this course if students are able to implement theory into the practice of Non Formal Education.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 2nd semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

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Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 6: Mastering community empowerment techniques to plan and implement them in 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 9: Able to empower communities and apply social entrepreneurship in the management of non-formal education institution units.

CLO 1 Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila
CLO 2 Student are able to study the implications of developing or implementing technological science that pays attention to and applies humanities values in accordance with their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticism
CLO 3 Able to develop innovative-creative ideas in Non-formal Education learning programs, counseling, education and training, community empowerment, knowledge-based knowledge based on piety, independence, social entrepreneurship.
CLO 4 Able to utilize and be critical of Science, Technology and Arts in managing Non-formal Education programs and community empowerment
CLO 5 Mastering the theory of needs analysis and community learning resources as well as pedagogical and andragogical learning methodologies as the actualization of innovative, creative and quality lifelong learning principles

Teaching methods
Lecturing, Cooperative Learning, Case Study

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Monica Widyaswari, M.Pd
Dr. Rivo Nugroho, M.Pd

Reference/Core Readings

Major

1. DUNCUM, P. (2010). SEVEN PRINCIPLES for Visual Culture Education. Art Education, 63(1), 6–10. http://www.jstor.org/stable/20694807

2. HOPKINS, E. A. (2017). John Dewey and Progressive Education. The Journal of Educational Thought (JET) / Revue de La Pensée Éducative, 50(1), 59–68. https://www.jstor.org/stable/26372390

3. Johnstone, S. M., & Soares, L. (2014). PRINCIPLES FOR DEVELOPING COMPETENCY-BASED EDUCATION PROGRAMS. Change, 46(2), 12–18. http://www.jstor.org/stable/44081628

4. Graham, M. A. (2009). Ap Studio Art as an Enabling Constraint for Secondary Art Education. Studies in Art Education, 50(2), 201–204. http://www.jstor.org/stable/25475900

5. GIESBRECHT, S. (2014). CHAPTER NINE: Design Principles as a Methodology for School Reform. Counterpoints, 461, 161–174. http://www.jstor.org/stable/42982187

Minor

1. Idris, Zahara. (1991) Dasar-dasar Kependidikan. Padang: Angkasa Raya.

2. Mulyasa, E. (2003) Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi. Bandung: Remaja Rosdakarya.

3. Rachman, Arief. (2007) Home-Schooling: Rumah Kelasku, Dunia Sekolahku. Jakarta: Penerbit Buku Kompas.

4. Redja Mudyahardjo. (2001) Pengantar Pendidikan: Sebuah Studi Awal tentang Dasar-dasar Pendidikan pada Umumnya dan Pendidikan di Indonesia. Jakarta : Raja Grafindo Perkasa

5. Skmadinata, Nana Syaodih. (2003) Landasan Psikologi Proses Pendidikan. Bandung : Remaja Rosdakarya

6. Tirtarahardja, Umar dan La Sulo, S.N. (2005) Pengantar Pendidikan. Jakarta: PT Rineka Cipta.

Link

1. https://www.youtube.com/watch?v=_jdTtnWMLVM

2. Film "Gifted"

3. Film "Hickhi

7. TB. Mangunwijaya, Pendidikan Pemerdekaan (Catatan separuh perjalanan SDK Eksperimen Mangunan). Yogjakarta: Dinamika Edukasi Dasar-Misereor/KZE. 2004.

8. Roem Topatimasang, dkk. Pendidikan Kritis: Membangun Kesadaran Kritis (Yogjakarta: Insist, 2005.

9. Paulo Freire, Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan, (Yogjakarta: Pustaka Pelajar dan Read, 2004)

10. Paulo Freire, Pendidikan Masyarakat Kota, Yogjakarta: LKIS, 2003.

11. Paulo Freire, Pendidikan Kaum Tertindas , Jakarta: Pustaka LP3ES Indonesia, 2008.

12. Utomo Dananjaya, Media Pembelajaran Aktif, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.

13. Rome Topatimasang, Sekolah itu Candu, Yogjakarta: Insist, 2005

14. Suhanadji. 2017. Pendidikan Kritis. Surabaya: Kartika Mulya

15. Apple, Michael W. and Wayne Au. 2014. Critical Education. United Kingdom: Routledge.

16. Mayo, Peter and Paolo Vittoria. 2021. Critical Education in International Perspective. Britania Raya: Bloomsbury Publishing.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 3

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Andragogy

Course Description
This course provides an understanding and ability of the concept, nature and purpose of andragogy, assumptions and principles of adult learning, adult learning theories, organizing adult learning programs, approaches, methods and media as well as adult learning program units through explanation, discussion, and presentation. The success indicator of this course is if students have a good understanding of adult education, and realize that adult education is part of lifelong learning.

Term and Semester Structure
a.   Term: 16 weeks (meetings)   b.   Semester: 3rd semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

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RISET, DAN TEKNOLOGI
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of expertise and in accordance with the work competency standards of the field concerned.
PLO 8: Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education
PLO 10: Able to communicate both in writing and orally in accordance with academic values, norms and ethics

CLO 1 : Students have an understanding of the concept, nature and purpose of andragogy, assumptions and principles of adult learning, adult learning theories
CLO 2 : Able in organizing adult learning programs, approaches, methods and media as well as adult learning program units in order to be able to play a role as educators and managers of non-formal and informal education.

Teaching methods
Lecturing, Cooperative Learning, Case Study

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. I Ketut Atmaja JA, M.Kes

Reference/Core Readings

1. Universitas Terbuka, 1986, Pendidikan Orang Dewasa, Modul 1-6, Jakarta, Karunika.
2. Universitas Terbuka, 1986, Teori Belajar Orang Dewasa, Modul 1-6, Jakarta, Karunika.
3. Tisnowati Tamat, NY., DR. 1985, Dari Pedagogik ke Andragogik, Jakarta, Pustaka Dian.
4. Ishak Abdulhak, Dr., 1995, Metodologi Pembelajaran Pada Pendidikan Orang Dewasa, Bandung, Penerbit Cipta Intelektual.
5. Zainudin Arif,DR., 1984, Andragogi, Bandung, Penerbit Angkasa.
6. Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur

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Professional English

Course Description

The development of the world of work, which is increasingly complex and full of global competition, requires additional skills that are useful to support the performance of non-formal education graduates. This course aims to provide English learning experiences that can be used in the world of work and everyday environments. The distribution of material in this lecture is multipurpose, namely various professional work purposes such as English for educational purposes, business purposes and presentations. The scope of discussion is building a relationship, culture and entertainment, Preparing telephone calls, Making agreements, Presentation techniques, Image - impact and making impressions, Type of negotiation, Negotiation, Bargaining and making concessions. Lectures are carried out by means of lectures, group discussions, presentations and conversation practice.

This course serves to provide basic skills to students in listening, speaking, reading and writing. Training in the application of English in daily conversation and increasing vocabulary with general topics related to basic English used in daily conversation. The success indicators of this course are that students are expected to be able to use English correctly, both in oral and written form, students are able to make assignment projects in the form of videos and writing about conversations, interviews, descriptions, and so on.

Term and Semester Structure
   a.   Term: 16 weeks (meetings)
   b.   Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

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RISET, DAN TEKNOLOGI
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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 10 : Able to communicate both written and verbally in accordance with academic values, norms and ethics.
PLO 11 : Able to utilize technology and information in solving problems according to their field of expertise
PLO 12 : Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics

CLO 1 Able to appreciate the diversity of cultures, views, religions and beliefs as well as other people's original opinions or findings
CLO 2 Have knowledge in accordance with learning outcomes
CLO 3 Have skills in mastering English material and practice
CLO 4 able to apply the use of English into the PNF program

Teaching methods
Lecturing, Cooperative Learning, Project-based Learning

Assessment methods
Participation Activities 20%, Product Assessment 50%, Performance Assessment 30%

This module is used in the following study program/s as well
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Module Coordinator
Desika Putri Mardiani, M.Pd

Reference/Core Readings

1.Azar, B. S. 2002. Understanding and using English grammar: with answer key (Third ed). White Plains, NY: Pearson Education.
2. Gear, Jolene and Robert Gear. 1996. Cambridge Preparation for the Toefl Test. Cambridge: Cambridge University Press.
3. Sharpe, Pamela. J. 2005 Barron 19s How to Prepare for the TOEFL 11th Edition. Indonesia: Binarupa Aksara.

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RISET, DAN TEKNOLOGI
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Philosophy of Science
Course Description   The Philosophy of Science course (3 credits) discusses various philosophical views about the nature of science, the relationship between science and ethics, as well as their implications for educational practice and science development. Through this course, students expected to master the basic concepts of philosophy of science, such as rationalism, empiricism, and postpositivism; and be able to analyze ethical issues in research and scientific development.
Term and Semester Structure   a. Term: 16 weeks (meetings)   b. Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

PLO 1: Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties.
PLO 4 : Continuous self-development and collaboration.
PLO 5 : Mastering the basic concepts of Non Formal Education to manage non-formal

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education programs
PLO 6 : Mastering community empowerment techniques to plan and apply to non-formal education programs.
PLO 9 : Able to empower the community and apply social entrepreneurship to the management of Non formal education unit institutions

CLO 1 : Demonstrate a religious attitude and live out the values of faith in studying and applying the philosophy of science for the development of science (S1)
CLO 2: Mastering various philosophical views on the concept of science and its implications for educational practice (P1,KU1,KU3)
CLO 3: Understand the conflict between rationalism and empiricism in the development of science through research (P2,KU1)
CLO 4 : Able to apply the philosophy of science to examine the development of interdisciplinary science (KU3, KU5)
CLO 5 : Able to participate in academic discussions related to philosophical issues in science (KU5)

Teaching methods
Lecturing, Group Discussion, Cooperative Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Heryanto Susilo, S.Pd., M.Pd.
Dr. Rofik Jalal Rosyanafi, M.Pd.

Reference/Core Readings

1. Descartes, R. (1979). The philosophical works of descartes vol. 1. Cambridge University Press.
2. Kirkham, R.L. (1995). Theories of truth: A critical introduction. MIT press.
3. Solomon, R.C. (2011). Introducing philosophy: A text with integrated readings. Oxford University Press.
4. Wibowo, A. (2013). Pendidikan karakter: Strategi membangun karakter bangsa berperadaban. Pustaka Pelajar.
5. Bertens, K. (2013). Filsafat barat abad XX: Inggris-Jerman. Gramedia Pustaka Utama.
6. Suseno, F.M. (1987). Filsafat sebagai ilmu kritis. Kanisius.
7. Hatta, M. (2014). Alam pikiran Yunani. Tinta Medina.
8. Supratiknya, A. (2014). Tinjauan kritis paradigm penelitian ilmu sosial dan perilaku. UMM Press.

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9. Poespoprodjo, W. (2004). Filsafat moral: Kesusilaan dalam teori dan praktik. Pustaka Grafika.
10. Magnis-Suseno, F. (1987). Etika dasar: Masalah-masalah pokok filsafat moral. Kanisius.
11. Capra, F., & Stone, G.L. (2010). Jaring-jaring kehidupan: Visi baru epistemologi dan kehidupan. Fajar Pustaka Baru.
12. Tan, C. (2022). Collaborative practices for teacher learning and change. In Oxford Research Encyclopedia of Education.

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Social Communication

Course Description
Students are able to apply the nature, concepts, types of social communication, functions and communication processes, characteristics of effective communication, good communication techniques and negotiation skills and public relations programs using information and communication technology in the field of community empowerment training.The success indicators of this course are that students are able to implement the concepts, types, functions, and processes of social communication properly. The success indicator of this course is the active communication of students in class and students are able to communicate well to establish relationships and cooperation with the community.

Term and Semester Structure
    a.   Term: 16 weeks (meetings)
    b.   Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
    -    PLS Learning Foundation

Learning outcomes (PLO+CLO)

PLO 6: Mastering community empowerment techniques to plan and apply to non-formal education

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RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
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and community education programs
PLO 8: Able to design and implement Andragogy-based Learning in Non-Formal Education and
Community Education
PLO 10
: Able to communicate both in writing and orally in accordance with academic values, norms and
ethics

CLO 1: Students are able to apply the nature, concepts, types of social communication,
communication functions and processes, characteristics of effective communication, good
communication techniques.
CLO 2: Students are able to negotiate and public relations programs using information and
communication technology in the field of community empowerment training.

Teaching methods
Lecturing, Case Study, Project-based Learning

Assessment methods
Participation Activities 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator

Prof. Dr. Yatim Riyanto, M.Pd.
Widya Nusantara,M.Pd
Dr. Widodo, M.Pd.
 Rivo Nugroho, S.Pd., M.Pd.

Reference/Core Readings
1. Alo Liliweri. 1991. *Memahami Peran Komunikasi Massa dalam Masyarakat.* Bandung: Citra Aditya.
2. Alvin. A Goldberg, Carl E Larson. 1985. *Komunkasi Kelompok Proses diskusi dan penerapannya*. Jakarta: Universitas Indonesia.
3. Aubrey Fisher. 1996. *Komunikasi Antar Pribadi, Tinjauan tantangan Hubungan Manusia.* Terjemahan BKU Komunikasi FPS Unpad
4. Holmes, David. 2005. Communication theory media, technology,society. London: London Sage Publication
5. Elvinaro Ardianto & Sholeh Sumirat. 2002. dasar-dasar public relations.Bandung: Remaja Rosdakarya
6. Lewicky, Roy J, Bruce Berry, David M.Sanders. 2008. Essentials of Negotiation. Boston USA: McGrawHillIrwin
7. Iriantra,Yosal. 2004. Community Relation Konsep dan aplikasi. Bandung: Simbiosa Rekatama Media
8. Lasswell, Harold D. 2007. The structure and function of communication in society. Journal
9. Suranto Aw. 2010. Komunikasi Sosial Budaya. Yogyakarta: Graha Ilmu.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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10. Dedy mulyana. 2000. Ilmu komunikasi suatu pengantar. Bandung: PT remaja rosda karya
11. Onong Uchjana Efendi. 2003. Ilmu Teori dan Filsafat Komunikasi. Bandung: PT Citra Adidtya Bakti.
12. Frazier Moore. 2005. Humas membangun citra dengan komunikasi. Bandung: PT Remaja Rosdakarya.

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Community Development

Course Description

Understanding of development concepts and theories, community development methods, community development techniques, the relationship between community development methods and techniques, review of several community development methods and techniques. Understanding the conditions and problems of community life in Indonesia as a foundation and examining theories and approaches as well as methods and techniques of community development. Indicators of the success of this course students are able to understand the concepts and theories of community development community development methods, can study the relationship between community development methods and techniques and can review community development methods and techniques.

Community development courses aim to equip students to have a basic pattern in developing a diversity of empowerment that comes from community potential. The complexity of events that occur in social life requires the younger generation to have creative power to generate enthusiasm for developing human resources and the potential of the local area in order to realize community self-sufficiency. To achieve this goal, the lecture material that will be discussed is: Basic concepts of development, community empowerment and community self-reliance in the context of community development, Community Empowerment through PNPM, Community Self-Reliance Agency, Principles and Capital of Community Development, Analysis of community development needs in the context of conventional and communitybased development, Participation, group dynamics, supporting factors for community development, Analysis of Community Development Program Implementation. The learning methods used are lectures, discussions, presentations, case studies and assignments.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)

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28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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 9: Able to empower the community and apply social entrepreneurship in the management of Non Formal Education unit institutions

1. Have the principles of independence, cooperation, honesty, and self-confidence in learning both in groups and individually.
2. Mastering the basic theory of the concept of community development approaches and paradigms
3. Have the skills to process information critically and objectively in relation to implementing community development.
4. Have the skills to manage community development programs

Teaching methods
Lecturing, Group Discussion, Survey

Assessment methods
Participation Activities 50%, Tes Exam 23%, Portfolio Assessment 50%, Performance Assessment 7%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Rivo Nugroho, S.Pd., M.Pd.

Reference/Core Readings
> Pidarta, Made (1999) Perencanaan Partisipatoris dengan pendekatan sistem. Jakarta:
>> Rineka cipta
> Rukminti Adi, Isbandi (2003) *Pemberdayaan, Pengembangan Masyarakat dan Intervensi*
>> *Komunitas*. Jakarta: FEUI

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Chambers, R. 1996. ParticipatoryRural Appraisal: Memahami Desa secara Partisipatif. Yogyakata: Kanisius.

Harry, H. 2006. Strategi Pemberdayaan Masyarakat. Bandung: Humaniora.

Korten, DC dan Sjahrir. 1998. Pembangunan Berdimensi Kerakyatan: Jakarta: Yayasan Obor Indonesia.

Moeljarto, T. 1993. Politik Pembangunan Sebuah Analisis Konsep, Arah dan Strategi. Yogyakarta: PT. Tiara Wacana Yogya.

School, JW. 1988. Medernisasi Pengantar Sosiologi Pembangunan. Jakarta: Yayasan Obor Indonesia.

Soetomo. 2009. Pembangunan Masyarakat Merangkai Sebuah Kerangka. Yogyakarta: Liberty.

Taliziduhu, N. 1990. Pembangunan Masyarakat Mempersiapkan Masyarakat Tinggal Landas. Jakarta: PT. Rineka Cipta.

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Family Education and Parenting

Course Description

This course provides an understanding of education for families, the concept of parenthood education, the role of parents in community education, the nature of the family as a subsystem of national education, the family as part of the tri-center of education, and the role of family education in creating a society fond of learning through explanation, discussion, assignment and practicum.The success indicator of this course is that students understand family education and parenthood education well.

This course 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.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

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Learning outcomes (PLO+CLO)

PLO 2: Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 5: Mastering the basic concepts of Non Formal Education to manage non-formal education programs
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 12: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1: Students have an understanding of education for families, the concept of parenthood education, the role of parents in community education, the nature of the family as a subsystem of national education, the family as part of the tri-center of education, and the role of family education in creating a community that likes to learn in order to carry out their role as educators and non formal education managers.
CLO 2: Students are able to understand the role of family education in creating a society that likes to learn in order to carry out their role as educators and non formal managers.

Teaching methods
Lecturing, Case Study, Problem-based Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dra. Hj. Gunarti Dwi Lestari, M,.Si. M.Pd
Dr. Sjafiatul Mardliyah, S.Sos., M.A.
Dr. Ali Yusuf, S.Ag., M.Pd.

Reference/Core Readings

1. Khairuddin. (2002). Sosiologi Keluarga. Yogyakarta: Liberty
2. William J. Goode. (2002). Sosiologi Keluarga. Jakarta: Bumi Aksara.
3. Elih Sudiapermana. (2013). Pendidikan Non Formal dan Informal. Bandung : Edukasia Press.
4. Abd. Rahman Assegaf. (2004). Pendidikan Tanpa Kekerasan. Yogya: Tiara Wacana Yogya.
5. Soerjono Soekanto. (2002). Sosiologi Suatu Pengantar. Jakarta: RajaGrasindo Persada
6. Pam Schiller & Tamera Bryant. (2002). The Value Book For Children. Jakarta: Penerbit PT Elex Media Komputindo

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Civics Education

Course Description

One of the manifestations of love for the homeland and nation can be implemented through enthusiastic learning about Pancasila and applying its values into daily life. Through Citizenship Education, it is hoped that a stronger sense of unity, love of the homeland and nation will be created by the younger generation and will continue to be ingrained into the next generation. This educational program contains discussions about nationality and citizenship related to the state, democracy, human rights and civil society in its implementation of democratic education. The close relationship between love of the homeland and nation accompanied by the spirit of defending the country can be realized by equipping students with material: Citizenship Education in developing graduate and professional abilities, the 1945 Constitution and statutory provisions under the Constitution, Obligations and Rights of Citizens, Indonesian Democracy is based on Pancasila and the 1945 Constitution, Fair law enforcement, Indonesian insight as a collective conception and view of Indonesian nationality, State defense and national resilience for Indonesia in building national commitment.

Term and Semester Structure

a. Term: 16 weeks (meetings)
b. Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 1 : Mastering the basic concepts of Non-Formal Education to manage non-formal education and community education programs.
PLO 2: Mastering community empowerment techniques to plan and implement them in non-formal education and community education programs.

CLO 1 Emulate and apply attitudes that reflect the values contained in the points of Pancasila.
CLO 2 Act as a citizen who is proud and loves the country and has nationalism and a sense of responsibility to the nation and state.
CLO 3 Students are Able to demonstrate independent, quality and measurable performance.
CLO 4 Implementing humanist behavior towards fellow humans and showing an attitude of defending the country.
CLO 5 Mastering the main theoretical and analytical concepts regarding the principles of Indonesian citizenship.
CLO 6 Contribute to improving the quality of life in society, nation, state and civilization based on Pancasila.

Teaching methods
Lecturing, Case Study, Problem-based Learning

Assessment methods
Participation 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Team

Reference/Core Readings
> Penerbitan Universitas Terbuka
> Cogan, Johan L dan Murry Print. 2012. *Civic Education in The Asia Pasific Regional*. Roeledge. ISBN -0415932130
> Niemi, Richard G dan Jane Junn. 2005. *Civic Education: What Make Student Learn.* The University of Chicago Press.
> S. Sumarsono, dkk, *Pendidikan Kewarganegaraan*, Penerbit PT. Gramedia Pustaka Utama, Jakarta, 2001
> Tim. Pendidikan Kewarganegaraan MPK-Unesa. 2018. *Pendidikan Kewarganegaraan*. Surabaya: Unesa University Press
> Tim Dosen UGM. 2002. *Pendidikan Kewarganegaraan*. Yogyakarta: Paradigma

….., *UU RI No. 3 Tahun 2002 tentang Pertahanan Negara.*Penerbit "Citra Umbara",
Bandung, 2002

UU No 12 Tahun 2006 tentang Kewarganegaraan RI .Penerbit "Cemerlang", Jakarta, 2006.

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Community Education

Course Description

This course discusses the conceptual assessment of non-formal education learning models including understanding, characteristics, syntax and steps in implementing them. Furthermore, skills are needed in compiling study reports and also developing non-formal education learning models. With the existence of various kinds of non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found in order 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 data collection and analysis of program assessment, development of non-formal program model prototypes. program, developing a prototype of a non-formal program model, compiling a report on the assessment and development of a non-formal learning model. assessment and development of non-formal learning models. To guide the activities lectures, learning methods are used in the form of discussions, mini practicum, questions and answers, and presentations. answer, and presentation.

This course 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.

Term and Semester Structure

a. Term: 16 weeks (meetings)
b. Semester: 3rd semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
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Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

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.
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.
3. Able to formulate innovative and creative ideas in order to develop non-formal education programs
4. Able to manage Non-formal Education programs based on piety, independence, and social entrepreneurship.

Teaching methods
Lecturing, Case Study, Problem-based Learning

Assessment methods
Participation Activities 50%, Test Exam 20%, Portofolio Assessment 10%, Performance Assessment 20%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd

Reference/Core Readings

1. Sudjana D (2006) Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution.

2. Djudju Sudjana. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production.
3. Kindervater, S. 1979. Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Centre for International Education University of Massachusetts.
4. Soedomo, M. 1990. Pembangunan Masyarakat. Malang: Lembaga Pengabdian Masyarakat IKIP Malang.
5. Community Learning Centres, country reportr from Asia.
6. Saleh Marzuki, Dimensi-dimensi Pendidikan Nonformal, FIP Universitas Negeri Malang.
7. Peter Jarvis. Adult Education and lifelong learning. London and NewYork.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
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Theory and Practice of Early Childhood Education

Course Description

This course provides an understanding of the Nature of Early Childhood Education (ECE), the purpose, function, and principles of Early Childhood Education (ECE), approaches in ECE, thought leaders, theories of ECE development, play theory, multiple intelligences, Curriculum in ECE, ECE learning models, STEAM and loose parts, models of ECE implementation, and best practices in ECE implementation in Indonesia.

Lectures are conducted with theoretical presentations in class and also with observations to quality early childhood education institutions, to see firsthand the management of education and the implementation of the theory of this course.

The success indicator of this course is if students can understand well the presentation of material in class, are able to describe the theory and apply it to the assignments given, and students are able to answer questions correctly about the theory and practice of early childhood education.

Term and Semester Structure
    a.   Term: 16 weeks (meetings)
    b.   Semester: 3rd semester

Type of Module (mark one) ✓ Core Module (mandatory course) ☐ Elective Module (compulsory course)	**Student Workload** 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	**Credits (ECTS)** 3 Credits x 1.59 = 4,77 ECTS	**Language** Bahasa Indonesia	**Class Size** 37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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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 5: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.
PLO 7: Mastering the process of planning, implementing and evaluating non-formal education and community education programs
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

1. Understand the theory and practice of Early Childhood Education (ECD) as a whole and contextually and contextual, in order to be able to play a role as an innovative, creative and quality Early Childhood Education manager, and quality.
2. Master the concepts and procedures of Early Childhood Education (ECD) development critically, creatively, collaboratively, communicatively, and with information technology (IT) literacy. information technology (IT) literacy.
3. Able to manage Early Childhood Education programs that are based on devotion, independence, and social entrepreneurship.
4. Able to make appropriate decisions in the context of problem solving through the scientific development of Non-formal Education based on the results of analysis of information and data analysis of information and data.

Teaching methods
Lecturing, Case Study, Problem-based Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dra. Hj. Gunarti Dwi Lestari, M,.Si. M.Pd.

Reference/Core Readings
1. Yuliani Nurani Sujiono. Konsep Dasar AUD Buku 2 : Sugeng Santoso. Pendidikan Anak Usia Dini . Buku 3 : George S. Morrison , Dasar dasar PAUD . Buku 4 : William Crain, Teori pekembangan . Buku 5 : Jane B. Brooks, Parenting Buku 6 : Anita Rui Olds , Child Care Design Guide
2. Anita Rui Olds. 2001. *Child Care Design Guide.* Washinton: DC. Mc Graw-Hill.
3. Jane, BB. 2000. *Parenting.* California: Mayfield Publising Company.
4. Morrison, GS. 2012. *Dasar-dasar Pendidikan Anak Usia Dini.* Jakarta: Indeks

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5. Sugeng, S. 2002. *Pendidikan Anak Usia Dini.* Jakarta: Citra Pendidikan.
6. Sujiono, YN. 2009. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: Indeks.
7. William, C. 2007. *Teori Perkembangan.* Yogyakarta: Pustaka Pelajar.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 4

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Evaluation Non-Formal education

Course Description

Examines the concept of evaluation, evaluation objectives, evaluation criteria, evaluation approaches, and elements evaluated, evaluation models, containing evaluation models that can be developed. Evaluation methods, including evaluation methods in PLS, the relationship between evaluation methods and evaluation elements, and the use of evaluation methods. Evaluation techniques and data, examining evaluation techniques, and evaluation data. Data processing in program evaluation, contains data processing and analysis, use of statistics in evaluation, operational variables. Technical guidelines for preparing evaluation reports, discussing how to systematize evaluation reports, and descriptions of evaluation report chapters. through explanations, discussions, presentations and assignments. The success indicator of this course is if students are able to apply management science, especially the program evaluation part.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 4th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
- Basics of Education Management, PNF management, Community Education

Learning outcomes (PLO+CLO)

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PLO 5: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programmes
PLO 6: Mastering community empowerment techniques to plan and apply to non-formal education and community education programmes
PLO 7: Master the process of planning, implementing and evaluating non-formal education and community education programmes
PLO 11: Able to utilise technology and information in problem solving efforts according to their field of expertise

CLO 1: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs
CLO 2: Mastering community empowerment techniques to plan and implement non-formal education and community education programs
CLO 3: Mastering the process of planning, implementing and evaluating non-formal education and community education programs
CLO 4: Able to utilize technology and information in problem solving efforts according to their field of expertise
CLO 5: Students have an understanding of the concepts, definitions, objectives, SPEM and benefits of evaluation in accordance with non formal education programs and provide the ability to carry out techniques, approaches, methods in conducting non formal education evaluations in order to play a role as managers of education and non formal education and community empowerment.

Teaching methods
Lecturing, Cooperative Learning, Survey

Assessment methods
Participation Activities 50%, Test Exam 43%, Performance Assessment 7%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr Widodo, M.Pd

Reference/Core Readings
1. Skager, R dan Dave, RH. 1977. Curriculum Evaluation for Lifelong Education. New York: Perganon Press.
2. Skager, R. 1979. Lifelong Education and Evaluation Practice. New York. Perganon Press.
3. Sudjana, D. 2006. Evaluasi Program Pendidikan Luar Sekolah. Bandung: Falah Production.
4. Sudjana, D. 2004. Manajemen Program Pendidikan untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production.
5. Arikunto, S. 2014. Evaluasi Pendidikan (Edisi Revisi). Jakarta:

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NFE Philosophy

Course Description

This course examines the understanding of the definition of non formal and informal education philosophy, philosophical thinking methods, scope, philosophy used to study non formal and informal educationI, the scientific and professional foundation of non formal and informal education, as well as the principle of non formal and informal education future insights and also the philosophy of education behind non formal and informal education programs in Indonesia through explanation, discussion, presentation. The indicator of the success of this course is if students are able to examine philosophically the implementation of non-formal education programs.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 4th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
- Education Philosophy

Learning outcomes (PLO+CLO)

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PLO 1: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.
PLO 10: Able to communicate both in writing and orally in accordance with academic values, norms and ethics

CLO 1: Students have an understanding of the concepts and theories of meaning, methods and scope of philosophy, flow, ontology, epistimology, and axiology in non formal and informal education in order to be able to play a role as educators and managers of non-formal and informal education.
CLO 2: Students are able to examine the science of philosophy in designing non-formal education programs

Teaching methods
Lecturing, Group Discussion, Cooperative Learning

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Heryanto Susilo, M.Pd.
Drs. Heru Siswanto, M.Si.

Reference/Core Readings

1. Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.
2. Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production
3. _____. 2004. Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production
4. Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.
5. Mudyahardjo, Redja. 2001. Filsafat Ilmu Pendidikan. Bandung: PT Remaja Rosdakarya.
6. Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.

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NFE Management

Course Description
This course provides an understanding and ability of the theory, concept, meaning, history, figures and their thoughts, management functions, and their implementation in Non Formal and Informal Education programs through explanation, discussion and presentation. Lectures are conducted with material presentations, discussions, and assignments. the indicator of this course is the ability of students to carry out management stages ranging from planning, implementation, monitoring, to evaluation in their implementation in non-formal education programs.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 4th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-   PNF Basic Concepts, Education Management

Learning outcomes (PLO+CLO)

PLO 5: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programmes
PLO 7: Mastering the process of planning, implementing and evaluating non-formal education and

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community education programmes
PLO 13: Able to internalize the entrepreneurial spirit creatively and innovatively

CLO 1: Students have the understanding and ability to apply the principles, concepts, meanings, thoughts of management figures
CLO 2 : Students have the ability of management functions using information and communication technology in the field of training, community empowerment
CLO 3:Able to play a role as educators and managers in the field of training, community empowerment, and non-formal and informal education

Teaching methods
Lecturing, Cooperative Learning, Survey

Assessment methods
Participation Activities 30%, Test Exam 50%, Portfolio Assessment 10%, Performance Assessment 10%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Widodo, M.Pd

Reference/Core Readings

1) Pidarta, Made. 2005. Perencanaan Pendidikan Partisipatoris; dengan pendekatan sistem. Jakarta: Rineka Cipta.
2) Sudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production.
3) Sudjana. 2004. Evaluasi program Pendidikan Luar Sekolah. Bandung: Falah Production.
4) Robbins, Stephen and Coulter, Mary .2012. Management, 11th Edition. USA: Prentice Hall.
5) Terry, George R .2012. Giude to Management, edisi terjemah "Prinsip-Prinsip Manajemen" oleh J. Smith. Jakarta:Bumi Aksara.
6) Tiple, A. Dale .2002. The Art and Science of Bussiner Management; Leadership (terj. Susanto Budidharmo). Jakarta: Gramedia Group.
7) Manullang. 1992. Dasar-dasar menajemen. Jakarta: Ghalia Indonesia

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Developing PNF Media and Teaching Materials

Course Description

This course aims to provide a comprehensive understanding of the function and role of learning media in the successful implementation of non-formal learning. Learning media as a good educational tool to create an effective and appropriate learning atmosphere. Learning media development to support non-formal learning can be learned through discussion of the role and function of educational game tools (EGT), stages of learning media development, types, requirements and principles of making EGT, culture-based EGT, used materials and natural materials. The position and position of APE as a distributor and demonstrator of scientific transfer, makes it important in the share of a learning process. Thus, lectures are carried out using lecture methods, APE making practices, presentations, and discussions and questions and answers. The achievement indicator of this course is that students are able to identify the needs of early childhood learning media that are tailored to the age of the child and also the needs of the development they are going through, then students are able to make learning media as a support in accompanying the growth and development of early childhood.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 4th semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 5: Mastering the basic concepts of Non Formal Education to manage 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

CLO:
1. Students are able to theoretically master the concepts and requirements for making educational game tools.
2. Demonstrate the ability to apply the concepts and principles of learning media development by utilizing the surrounding environment.
3. Able to design and build learning media to support the learning process of various kinds of non-formal education programs accordingly
4. Demonstrate an attitude of responsibility, dare to convey logical ideas in every learning implementation

Teaching methods
Lecturing, Project-based Learning, Cooperative Learning

Assessment methods
Participation Activities 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Widya Nusantara, S.Pd., M.Pd.

Reference/Core Readings
1) Gunarti DL & Wiwin Yulianiningsih. 2013. Media Pembelajaran Pendidikan Luar Sekolah (Pendidikan Masyarakat).Surabaya: Unipress.
2) Arif S. Sadiman, dkk.2003.Media Pendidikan. Jakarta : Raja GrafindoPersada.
3) Nana Sudjana dan Ahmad Rivai.1997. Media Pengajaran.Bandung. Sinar Baru
4) Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press
5) Azhar Arsyad. Media Pembelajaran. Jakarta : Raja Grafindo Persada

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Development of NFE Curriculum

Course Description

This course provides an understanding of the philosophical basis of curriculum, curriculum understanding, curriculum components, curriculum planning and design, the role of teachers (tutors) in curriculum development, curriculum concept models, non-formal education curriculum development models and curriculum evaluation through explanation, discussion, presentation and assignment. Indicators of assessment of this course students are able to understand the basis of curriculum philosophy, understanding curriculum, curriculum components, curriculum planning and design, the role of teachers (tutors) in curriculum development.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 4th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 5: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.

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PLO 7: Mastering the process of planning, implementing and evaluating non-formal education and community education programs
PLO 9: Able to empower the community and apply social entrepreneurship in the management of Non Formal Education unit institutions

CLO 1: Providing students with understanding and skills about the philosophical basis of curriculum, curriculum definition, curriculum components, curriculum planning and design, the role of teachers (tutors) in PNF curriculum development, PNF curriculum concept models, PNF curriculum development models and PNF curriculum evaluation.
CLO 2: Students are able to organize and develop non-formal education curriculum
CLO 3: Students actively participate during the lecture process

Teaching methods
Lecturing, Project-based Learning, Cooperative Learning

Assessment methods
Participation Activities 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. Yatim Riyanto, M.Pd.,
Dr. Rivo Nugroho, M.Pd.
Dr. Shobri Firman Susanto, M.Pd.

Reference/Core Readings

BUKU RUJUKAN UTAMA :
1. Nana Syaodih Sukmadinata. 1997. Pengembangan Kurikulum Teori dan Praktek. PT. Remaja Rosdakarya, Bandung.
2. Oemar Hamalik. 2010. Manajemen Pengembangan Kurikulum. PT. Remaja Rosdakarya : Bandung
3. Null, Wesley. 2011. Curriculum : From Theory To Practice. Rowman & Littlefield Publishers : United Kingdom. (e-book version)
4. Yatim Riyanto, 2005. Konsep dan Teori Kurikulum dalam Pendidikan. Diktat Kuliah. SIC Surabaya

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NFE Learning Strategies and Methods

Course Description

This course provides an understanding and ability of the basic concepts and programs of non-formal and informal education, strategies and methods in learning non-formal and informal education, criteria in the implementation of strategies in non-formal and informal education programs, as well as various approaches in various programs organized by the government and the community through explanations, discussions, presentations and assignments.The indicators of success in this course are that students are able to understand the basic concepts and programs of non-formal and informal education as well as strategies and methods in learning non-formal and informal education.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 4th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 2: Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and

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entrepreneurial character

PLO 5: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programmes

PLO 6: Mastering community empowerment techniques to plan and apply to non-formal education and community education programmes

PLO 7: Mastering the process of planning, implementing and evaluating non-formal education and community education programmes

CLO 1: Students have an understanding of the basic concepts and programs of non formal and informal education

CLO 2: Students have clear understanding of strategies and methods in non formal and informal education learning, criteria in implementing strategies in non formal and informal education programs, and various approaches in various programs organized by the government and the community

CLO 3: Able in using information and communication technology in the fields of training, community empowerment, and non-formal and informal education.

Teaching methods , Collaborative Learning
Lecturing, Case Study, Demonstration

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Wiwin Yulianingsih, M.Pd
Desika Putri Mardiani, M.Pd

Reference/Core Readings

1. Sudjana. 2005. Strategi Pembelajaran Pendidikan Luar Sekolah. Bandung: Falah Production
2. Yatim Riyanto. 2013. Paradigma Baru Pembelajaran. Jakarta: Prenada

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Community Empowerment Theory and Practice

Course Description

This course aims to prepare students to contribute to improving the quality of community life in accordance with the scope of the non-formal education field in community empowerment efforts. Empowerment efforts are carried out by developing relationships and social relations in society, understanding and analyzing the potential that can be developed, identifying community changes and their relationship to the importance of empowerment efforts, empowerment strategies, conceptual foundations, stages, and practices of empowerment in participatory community groups. To realize this, the following lecture materials are given: Approaches in Community Development, Social Welfare Development, Community Development, Community Development, Ecology and Social Justice A vision for Community Development, Non-formal Education as a strategy in community empowerment practices, community-based development planning and evaluation, community-based resource management, program planning, empowerment models, social assistance, participatory approaches and techniques. The learning strategies in lectures are discussion, question and answer, lecture, practice, and mini research.

This course also presents and examines various theories and theoretical approaches to community development and empowerment, examines the concepts, theories and philosophies of empowerment, background, goals and benefits of empowerment, as well as various methods and strategies of assistance to the community, able to plan, implement and evaluate community empowerment programs and models.Indicators of the success of this course students are able to present and examine various theories and theoretical approaches to community development and empowerment.

Term and Semester Structure
   a.   Term: 16 weeks (meetings)
   b.   Semester: 4th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

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Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 5: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.
PLO 6: Mastering community empowerment techniques to plan and apply to non-formal education and community education programs
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 9: Able to empower the community and apply social entrepreneurship in the management of Non Formal Education unit institutions

1. Able to organize activities in implementing public policies and binding public service performance.
2. Mastering the theoretical concepts of public sector management to realize the values of good governance
3. Able to elaborate the concepts, theories and strategies of community empowerment independently and responsibly
4. Able to analyze the potential and identification of empowerment needs in a community group or community
5. able to describe the andragogy approach in conducting community organizing and in empowerment activities

Teaching methods
Lecturing, Survey, Case Study

Assessment methods
Participation Activities 50%, Test Exam 20%, Performance Assessment 30%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Sjafiatul Mardliyah, S.Sos., M.A.
Monica Widyaswari, S.Pd., M.Pd.
Dr. Widodo, M.Pd.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Laman : http:/fip.unesa.ac.id email : fip@unesa.ac.id

Reference/Core Readings

1. Chambers, R. 1996. *Participatory Rural Appraisal: Memahami Desa secara Partisipatif.* Yogyakata: Kanisius.
2. Harry, H. 2006. *Strategi Pemberdayaan Masyarakat.* Bandung: Humaniora.
3. Kindervater, S. 1979. *Nonformal Education as an Empowering process which Case Studies from Indonesia and Thailand*. Massachusetts: Centre for International Education University of Massachusetts.
4. Suhanadji & Heryanto. 2014. *Pembangunan Masyarakat.* Surabaya: Unipress
5. Adi, Isbandi Rukinto, 2012, Intervensi Komunitas & Pengembangan Masyarakat: Sebagai Upaya Pemberdayaan , Jakarta: Raja Grafindo Persada
6. Gito Saputro & Rangga Kordiyana, 2015, Pengembangan dan Pemberdayaan Masyarakat: Konsep, Teori dan Aplikasinya di Era Otoda , Yogjakarta: Graha Ilmu
7. Totok Mardikanto & Purwoko S, 2012, Pemberdayaan Masyarakat Dalam Perspektif Kebijakan Publik , Bandung: Alfabeta
8. Wilkinson, A, 1998, Empowerment: Theory and Practice , Personel Review, Vol 27, No.1 pp. 40- 56 (108) SUMBER RUJUKAN PENUNJANG (SRP) :
9. Anwas, M. Oss, 2013, Pemberdayaan Masyarakat di Era Globa l, Bandung: Alfabeta
10. Huraerah, Abu, 2009, Pengorganasian dan Pengembangan Masyarakat: Model dan Analisis Bimbingan Sosial Berbasis Kerakyatan , Bandung: Humaniora.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 5

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Leadership & Social Organization

Course Description
This course contains studies on Leadership and Social Organizations which include: background on leadership and social organizations, as well as skills in managing Non-formal Education programs to solve problems that occur in society. To achieve this, several theories and their applications include: leadership theory, social organization theory, as well as the main relationship between leadership and social organization studies and non-formal education.   This course provides an understanding of the background of leadership and social organization, with the aim of providing students with understanding and abilities and skills in managing out-of-school education programs as well as in solving problems that occur in the implementation of out-of-school education. To achieve that direction, several theories and their applications include: leadership theory, social organization theory, and the relationship between leadership and social organization studies with out-of-school education. The indicator of the success of this course is if students are able to implement theory into the practice of Non Formal Education.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 5: Master the basic concepts of Non-Formal Education to manage non-formal education and community education programs.
PLO 6: Master community empowerment techniques to plan and apply 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 12: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1 Understand and master theories and concepts about Leadership and Social Organization in Non-formal Education programs in a complete and contextual manner as the actualization of innovative, creative and quality lifelong learning principles.
CLO 2 Able to make appropriate decisions in the context of problem solving through scientific development of Non-formal Education based on the results of information and data analysis.
CLO 3 Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, cooperative, communicative, literate in information technology (IT), and has integrity and character.
CLO 4 Able to manage Non-formal Education programs that are based on devotion, independence and social entrepreneurship.

Teaching methods
Case Study, Collaborative Learning

Assessment methods
Participation assessment 50%, Test/ exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Drs. Heru Siswanto, M.Si

Reference/Core Readings
1. Argyle, M. 1973. Social Interaction. Chicago: Alderil Publishing Company.
2. Cartright, D dan Zandos, A. 1968. Group Dynamic. New York: Prentice Hall, Inc.
3. Moekijat. 1990. Dasar-Dasar Perilaku Organisasi. Jakarta: Mandar Maju.
4. Santoso, S. 2009. Teori-Teori Psikologi Sosial. Bandung Reflika Aditama.
5. Santoso, S. 2004. Dinamika Kelompok. Jakarta: Bumi Aksara.

6. Siagian, P. 1987. Teknik Menumbuhkan dan Memelihara Perilaku Organisasional. Jakarta: Haji Masagung.

7. Sumidjo, W. 1984. Kepemimpinan dan Motivasi. Jakarta: Ghalia Indonesia.

8. Thoha, M. 1982. Perilaku Organisasi. Jakarta: Rajawali.

9. Robbins, SP. 2001. Perilaku Organisasi, Konsep, Kontroversi, dan Aplikasi. Jilid 1. Jakarta: PT. Prenhallindo.

10. Gary Yukl. 1998. Kepemimpinan Dalam organisasi. Jakarta: PT. Prenhallindo.

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Research Methodology

Course Description

This course discusses; (1) basic concepts of research methodology (paradigms, concepts, prepositions, theories, methodologies, approaches, research designs and procedures, identification and formulation of research problems, research variables, theoretical studies, frameworks of thought, research hypotheses, research questions, research populations, samples and sampling techniques, research subjects and settings, research instruments, data collection techniques, data analysis techniques), (2) Types of research relevant in PLB (Experiment, SSR, Expost Facto, PTK, Phenomenology), (3) Preparation and dissemination of pre thesis proposals along with research instruments, (4) thesis preparation and scientific article writing techniques in journals, (5) Technical submitting articles to international journals. The indicators of this course are that students are able to understand the theory and have competence in the application of methods in carrying out research, data collection techniques, data processing techniques, data analysis techniques, and conclusions.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 5th semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 10: Able to communicate both in writing and orally in accordance with academic values, norms and ethics
PLO 11: Able to utilise 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

CLO 1: Mastering research concepts and procedures so as to be able to design and implement research in the field of Non-formal Education critically, creatively, cooperatively, communicatively, literate in information technology (IT), and have integrative and character.
CLO 2: Have the skills to make a decision about the importance of mastering the latest educational research methodology.
CLO 3: Have a positive attitude to follow learning well.

Teaching methods , Collaborative Learning
Lecturing, Practice-based Learning, Project-based Learning

Assessment methods
The assessment of this course is based on several aspects, such as: Exam/ test 10%, participation assessment 20%, portofolio assessment 20%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. Yatim Riyanto, M.Pd
Monica Widyaswari, M.Pd

Reference/Core Readings
Lexy J. Moeleong. 1997. *Metodologi Penelitian Kualitatif.* Bandung: PT. Remaja Rosdakarya.
Riyanto, Yatim. 2007. *Penelitian Kualitatif Dan Kuantitatif.* Unipress:Unesa Surabaya.
Sudjana, Nana dan Ibrahim. 2009. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algensindo.
Sugiyono. 2009. *Metodologi Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.

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Social Work

Course Description
This course is designed for students to have an understanding of the basic concepts of social workers, the profession of social workers, the characteristics of social workers, methods and techniques in social work, as well as the ability to link social problems with social work efforts from a Non-formal and Informal Education perspective, linking social work methods (individual, group, community) to be able to play a role as Non-formal and Informal Education program managers and community empowerment. Lectures are conducted through lectures, discussions, field trips, practice and assignments. Indicators of success in this course are that students are able to understand the basic concepts of social workers, the profession of social workers, the characteristics of social workers, methods and techniques in social work.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 7: Mastering the process of planning, implementing and evaluating Non-Formal Education and Community Education programmes

PLO 8: Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education
PLO 12: Able to show a responsible and collaborative attitude in accordance with professional norms and ethics

CLO 1: Mastering problem-solving concepts and procedures so as to be able to design and implement them in the field of Non-formal Education critically, creatively, cooperatively, communicatively, information technology (IT) literacy, and have integrity and character.
CLO 2: Have the skills to implement problem-solving strategies in the community.
CLO 3: Have a positive attitude to follow learning well.

Teaching methods , Collaborative Learning
Lecturing, Problem-based Learning, Survey

Assessment methods
The assessment of this course is based on several aspects, such as: participation 30%, product assessment 50%, performance 20%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Widodo, M.Pd

Reference/Core Readings
1. Wibhawa, Budhi dkk . 2010. Dasar-dasar Pekerjaan Sosial. Bandung: Widya Padjajaran.
2. Fahrudin, Adi. 2012. Pengantar Kesejahteraan Sosial. Bandung: Reflika Aditama.
3. Raharjo, Sanbodo. 2013. Pengantar Pekerjaan Sosial. Bandung: Unpad press.
4. Chistopher Hanvey & Terry P. 2002. Practising social work. London & new York.
5. Karen K. Asman. 2010. Social Work and Social Welfare. University of Winscosm.
6. Artikel, Buku, Video Sumber Lain yang Mendukung Materi Matakuliah (Online / Offline)

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Statistic

Course Description
This course is designed to help students master and analyze the substance of content and processes in statistics and apply and present data from statistical tests oriented toward active, innovative, creative, effective, and adaptive learning of science and technology in the context of solving problems. The material provided includes basic concepts of statistics, sampling and population, variables, and measurement scales (ordinal, nominal, interval, ratio); presentation of statistical data; data reliability and validity; parametric statistics and nonparametric statistics; descriptive statistics: frequency distribution, graphical presentation, central tendency, variability, normal distribution; inferential statistics: probability, sampling distribution, recommendations, z test, t-test, chi-square test; statistical test data using Microsoft Excel and SPSS.

This course aims to provide an understanding and ability of descriptive statistical theory, measurement scale, central tendency, statistical test requirements, parametric and non-parametric statistics and statistical analysis using SPSS. lectures are conducted by providing material, introduction to statistical applications in the form of SPSS and then practice calculating using the SPSS application. the success indicators are that students are able to map research using statistical calculations, students are able to apply statistics to research, and students can use the SPSS application properly. |

Term and Semester Structure
a. Term: 16 weeks (meetings)   b. Semester: 5th semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)

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60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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.
PLO7: Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 10: Able to communicate both in writing and orally in accordance with academic values, norms and ethics
PLO 11: Able to utilise technology and information in problem solving efforts according to their field of expertise

CLO 1: Mastering research concepts and procedures so as to be able to design and implement research in the field of Non-formal Education critically, creatively, collaboratively, communicatively, literate in information technology (IT), and have integrity and character.
CLO 2: Have the skills to implement the steps of conducting research in a research design.
CLO 3: Have a positive attitude to follow learning well.

Teaching methods , Collaborative Learning
Lecturing, Practice-based Learning, Demonstration, Case Study

Assessment methods
The assessment of this course is based on several aspects, such as: participation 50% and test 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Sjafiatul Mardliyah, S.Sos., M.A.

Reference/Core Readings

1. Furqon, (2001). Statistika Terapan untuk Penelitian. Bandung: Alfabeta.
2. Irianto, A. (1988). Statistik Pendidikan (1). Jakarta: Depdikbud.
3. Sudjana. (1989). Metoda Statistika. Edisi Kelima. Bandung: Tarsito.
4. Riyanto Yatim (2017) Metodologi Penelitian Kualitatif dan Kuantitatif. Surabaya: UNIPRESS

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Microteaching
Course Description
The field experience program is a course that equips students to design, implement and evaluate learning through lectures. Simulation and microteaching. Understanding and ability about the meaning and purpose of PPL 1, preparing students as learning managers, learning companions, planning in the implementation of out-of-school education activities. lectures are carried out by giving students the freedom to choose the type of non-formal education program, but limited to 4 types of programs, after which students are grouped into each type of non-formal education program and carry out teaching practice. students are asked to complete learning tools before carrying out microteaching practice. learning is carried out using the simulation method, participants who do not appear to teach act as students, and those who appear act as non-formal education educators.

Term and Semester Structure
  a. Term: 16 weeks (meetings)
  b. Semester: 5st semester

Type of Module (mark one) ✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90,6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Language** Bahasa Indonesia	**Class Size** 37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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PLO 1: Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties

PLO 5: Mastering the basic concepts of Non Formal Education to manage 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 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

CLO 1: Students are able to complete appropriate learning tools

CLO 2: Students are able to carry out the role of an educator in the field of non-formal education

CLO 3: Students have competence as professional educators

CLO 4: Students are able to carry out comprehensive teaching techniques in the field of non-formal education

Teaching methods
Lecturing, Project-based Learning, Practice-based Learning

Assessment methods
The assessment is based on the following aspects: Performance assessment 50%, Product Assesment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Rivo Nugroho, S.Pd., M.Pd.

Reference/Core Readings
1. Buku Pedoman Program Pengalaman Lapangan (PPL) UPT-P4. 2008. Universitas Negeri Surabaya.
2. TIM PPP UNIVERSITAS NEGERI SURABAYA.2017.BUKU PANDUAN PPP.SURABAYA

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

ELECTIVE
COURSES

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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Group Dynamics

Course Description

Study of the basic concepts of groups, the nature of group dynamics, forms of groups, elements of group dynamics, group growth processes, psychological aspects of groups, communication in groups, power/influence in groups, cohesion in groups, leadership in groups, conflict in groups, strategies for overcoming conflict in groups, decision making in groups, and the development of non-formal education programs for group development. Knowledge of group dynamics is important to understand the various cultural characteristics, backgrounds, and other things related to the right approach to changing society.

Term and Semester Structure

- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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PLO 1: Mastering the basic concepts of Non-Formal Education to manage Non-Formal Education and Community Education programmes
PLO 2: Mastering community empowerment techniques to plan and apply to non-formal education and community education programmes
PLO 3: Master the process of planning, implementing and evaluating Non-Formal Education and Community Education programmes

CLO 1: Have insights and understanding related to the theory of group dynamics for the community.
CLO 2: Have the ability to determine various approaches that are in accordance with the characteristics and development of the community.
CLO 3: Able to appreciate and respect the different ways of individuals in optimising various developmental domains.
CLO 4: Able to apply group dynamics theory critically, responsively, creatively, and innovatively in the management and development of out-of-school education programmes/activities.

Teaching methods
The learning methods used are assignment, simulation, and games that could describe the dynamics in community, which helps students to have group dynamics knowledge comprehensively.

Assessment methods
The assessment of this course is based on several aspects, such as: Participation assessment 50%, Exam/ Test 50%

This module is used in the following study program/s as well
-

Module Coordinator
Dr. Wiwin Yulianingsih, M.Pd

Reference/Core Readings
Abu Ahmadi. 1988. *Psikologi Sosial.* Surabaya: PT. Bina Ilmu.
James A. 1994. *Social Psychology.* USA: McGraw-Hill Inc.
Santoso, Slamet. 2009. Teori-teori Psikologi Sosial. Bandung: Refika Aditama.
Santoso, Slamet. 2010. Penerapan Teori Psikologi Sosial. Bandung: Refika Aditama.
Sarlito Wirawan Sarwono. 2006. *Teori Psikologi Sosial.* Jakarta: Rajagrafindo persada.
Stephen L. Franzoi. 2005. *Social Psychology.* USA: Mc.Graw Hill Higher Education.

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FAKULTAS ILMU PENDIDIKAN

PRODI S1 PENDIDIKAN LUAR SEKOLAH

Kampus Lidah Wetan, Jl. Lidah Wetan, Surabaya 60213 Telepon :
+6231 - 7532160, Faksimil : +6231 – 7532112
Laman : http:/fip.unesa.ac.id email : fip@unesa.ac.id

Human Resource & Development

Course Description

The development of the world of work, which is increasingly complex and full of global competition, requires additional skills that are useful to support the performance of non-formal education graduates. This course aims to provide English learning experiences that can be used in the world of work and everyday environments. The distribution of material in this lecture is multipurpose, namely various professional work purposes such as English for educational purposes, business purposes and presentations. The scope of discussion is building a relationship, culture and entertainment, Preparing telephone calls, Making agreements, Presentation techniques, Image - impact and making impressions, Type of negotiation, Negotiation, Bargaining and making concessions. Lectures are carried out by means of lectures, group discussions, presentations and conversation practice.

Term and Semester Structure

a. Term: 16 weeks (meetings)
b. Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♠ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

PLO 1: Master the basic concepts of Non-Formal Education to manage non-formal education and community education programs.
PLO 4: Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education.
PLO 5: Able to empower the community and apply social entrepreneurship in the management of NonFormal Education unit institutions.
PLO 8: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1 Understand and master the theories and concepts regarding Human Resource Development (PSDM) in Non-formal Education programs completely and contextually as the actualization of innovative, creative and quality lifelong learning principles.
CLO 2 Able to make appropriate decisions in the context of problem solving through scientific development of Non-formal Education based on the results of information and data analysis.
CLO 3 Mastering the concepts and procedures of community development through a non-formal education approach that is critical, creative, cooperative, communicative, literate in information technology (IT), and has integrity and character.
CLO 4 Able to manage Non-formal Education programs that are based on devotion, independence and social entrepreneurship.

Teaching methods , Collaborative Learning
Case Study, Group Discussion, Lecturing

Assessment methods
Participation assessment 50%, Exam/ test 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Rivo Nugroho, M.Pd

Reference/Core Readings

1. Jerry W Gilley; Steven A Eggland; 1989, Principles of Human Resource Development, Addison Wesley Publishing Company, INC.
2. Soekidjo Notoatmodjo, Prof.Dr, 2009, Pengembangan Sumber Daya Manusia, Rineka Cipta.
3. Anwar Prabu Mangkunegara AA, Dr, 2006, Perencanaan dan Pengembangan Sumber Daya Manusia, Refika Aditama

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NFE Laboratory Site Management

Course Description

This course provides an understanding and ability of the basis, purpose and function of site laboratories, basic criteria for lab. sites, identification of community learning needs and resources, preparation of Lab. site programs from planning, implementation to evaluation of PNFI programs, through explanation, discussion and practicum with a Project Base Learning (PjBL) approach. this course focuses on realizing the practice of activity programs learned during lectures. Off-campus non-formal education laboratories are Kawi Farm and Edu Farm. Kawi Farm and Edu Farm are oriented to create activity programs that involve the community to participate in agricultural activities from planning to distributing crops. From here students learn the management of non-formal education activities and programs such as identifying community needs, processing educational potential in the community, to community empowerment.

Term and Semester Structure

    a. Term: 16 weeks (meetings)

    b. Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

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PLO 1: Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.
PLO 3: Mastering the process of planning, implementing and evaluating non-formal education programs and community education
PLO 4: Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education

CLO 1: Understand and master theories and concepts about managing non-formal education field laboratories (lab sites) as a whole and contextually as an actualization of the principles of innovative, creative, and quality lifelong learning.
CLO 2: Able to make appropriate decisions in the context of problem solving through the scientific development of Nonformal Education based on the results of information and data analysis.
CLO 3: Mastering the concepts and procedures of community development through the Nonformal Education approach critically, creatively, cooperatively, communicatively, literate in information technology (IT), and have integrity and character.
CLO 4: Able to manage Nonformal Education programs based on devotion, independence, and social entrepreneurship.

Teaching methods , Collaborative Learning
The learning method used is Lecturing, Collaborative Learning, Project-based Learning

Assessment methods
The assessment of this course is based on several aspects, such as: Participation Assessment, Product Assessment

This module is used in the following study program/s as well
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Module Coordinator
Prof. Dr. I Ketut Atmadja JA., M.Kes.
Dr. Widodo, M.Pd

Reference/Core Readings
Sudjana. 2004. *Manajemen Program Pendidikan* . Bandung: Falah.
TIM. 2012. *Pedoman Pelaksanaan Pengelolaan Laboaratorium Site*. Surabaya: Unipress.

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Urban & Rural Sociology
Course Description
This course provides an understanding of the comparative characteristics of urban and rural communities in terms of the physical and socio-cultural environment, social systems, behavioral patterns, institutions, social structures and social changes that occur in urban and rural communities. Apart from that, it provides a theoretical study of urban and rural sociology, urban and rural sociological problems, as well as urban and rural community relations. The success indicator of this course is if students are able to identify the needs of rural communities and are able to design activity programs that are in accordance with the potential there.
Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi):

50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik):

28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen):

60/170 x 28,55 x (3 Credits x 1.59) = 48,06

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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 1: Master the basic concepts of Non-Formal Education to manage non-formal education and community education programs.
PLO 2: Master community empowerment techniques to plan and apply non-formal education and community education programs.
PLO 4: Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education.
PLO 5: Able to empower the community and apply social entrepreneurship in the management of NonFormal Education unit institutions.
PLO 8: Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO 1 : Understand and master the science of urban and rural sociology to be applied in developing Nonformal Education programs in a complete and contextual manner, so that students are able to act as educators and managers in the fields of training, community empowerment, and Non-formal and Informal Education.
CLO 2 : Able to make appropriate decisions in the context of problem solving through scientific development of Non-formal Education based on the results of information and data analysis.
CLO 3 : Have a positive attitude to participate in learning well.

Teaching methods
Group Discussion, Lecturing, Survey

Assessment methods
Exam 50%; participation 50%

This module is used in the following study program/s as well
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Module Coordinator
Dr. Widodo, M.Pd
Widya Nusantara, M.Pd

Reference/Core Readings
1. Umar, Ramli dan Syarif, Erman. 2002. Geografi Desa Kota. Purbalingga: CV Eureka Media Aksara.
2. Hardyansyah. 2023. Pemberdayaan Masyarakat. Purbalingga: CV Eureka Media Aksara.

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Writing Scientific Papers

Course Description
This course provides knowledge for students to understand the nature and concept, and also practice in writing scientific papers, which makes them able to master the topics about scientific papers, preparation types and principles, and also able to develop one scientific paper that is based on research or conceptual writing. The success indicator of this course is that students are able to compile papers, papers, and compile simple research reports into writing with the correct format and in accordance with the specified rules.

Term and Semester Structure
a. Term: 16 weeks (meetings)   b. Semester: 5th semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
⚜ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)

50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)

28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)

60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

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Learning outcomes (PLO+CLO)

PLO 6: Able to communicate both in writing and orally in accordance with academic values, norms and ethics
PLO 7: Able to utilise technology and information in problem solving efforts according to their field of expertise
PLO 8: Able to show a responsible and collaborative attitude in accordance with professional norms and ethics

CLO 1: Mastering research concepts and procedures so as to be able to design and implement research in the field of Non-formal Education critically, creatively, collaboratively, communicatively, literate in information technology (IT), and have integrity and character.
CLO 2: Have the skills to implement the steps of conducting research in a research design.
CLO 3: Have a positive attitude to follow learning well.

Teaching methods
Lecturing, Project-based Learning, Practice-based Learning

Assessment methods
The assessment of this course is based on several aspects, such as: attendance 10%, participation 15%, assignments 20%, midterm examination 25%, final examination 30%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Team

Reference/Core Readings
1. Bram, B. 1995. Write Well: Improving Writing Skills. Yogyakarta: Penerbit Kanisius.
2. Morley, J. 2014. Academic Phrasebank (fourth). Manchester: The University of Manchester.
3. Carol, Elison dan Yorkelison. 2010. Writing Research Papers. San Fransisco: Mc. Graw - Hill Companies.

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Development of NFE Learning

Course Description

This course discusses the conceptual assessment of non-formal education learning models including understanding, characteristics, syntax and steps in implementing them. Furthermore, skills are needed in compiling study reports and also developing non-formal education learning models.

With the existence of various kinds of non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found in order 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 data collection and analysis of program assessment, development of non-formal program model prototypes. program, developing a prototype of a non-formal program model, compiling a report on the assessment and development of a non-formal learning model. assessment and development of non-formal learning models. To guide the activities lectures, learning methods are used in the form of discussions, mini practicum, questions and answers, and presentations. answer, and presentation.

Term and Semester Structure

    a.   Term: 16 weeks (meetings)
    b.   Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

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Learning outcomes (PLO+CLO)

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 7 : Mastering the process of planning, implementing and evaluating non-formal education programs

CLO 1: Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education
CLO 2: Able to empower the community and apply social entrepreneurship to the management of non formal education unit institutions
CLO 3: Students are able to develop a variety of activities in a series of non-formal education activity programs

Teaching methods
Lecturing, Project-based Learning, Group Discussion

Assessment methodss
Participation Activities 30%, Tes Exam 20%, Product Assessment 50%

This module is used in the following study program/s as well
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Module Coordinator
Dr. Widodo, M.Pd.

Reference/Core Readings

1. Sudjana D (2006) *Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas*, Bandung. Falah Procution.
2. Djudju Sudjana. 2004. *Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung* dan *Azas*. Bandung: Falah Production.
3. Kindervater, S. 1979. *Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand*. Massachusetts: Centre for International Education University of Massachusetts.
4. Soedomo, M. 1990. *Pembangunan Masyarakat*. Malang: Lembaga Pengabdian Masyarakat IKIP Malang.
5. Community Learning Centres, country reportr from Asia.
6. Saleh Marzuki, *Dimensi-dimensi Pendidikan Nonformal*, FIP Universitas Negeri Malang.
7. Peter Jarvis. Adult Education and lifelong learning. London and NewYork.

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Development of NFE Program

Course Description

This course aims to help students understand the theoretical and practical basis of PNF program planning courses so that they are ready to go into the community to devote themselves and try to develop the community. The scope of learning is the concept of planning, program concept, PNF program design, field identification and community needs, and review. To support lectures, the approach used in the implementation of this course is participatory andragogical, lectures, class discussions, preparation of individual and group assignments, field practice to see objective conditions in the field. The success indicator of this course is that students are able to see the potential that exists in the community and then be able to create a non-formal education activity program that is in accordance with what is needed.

Term and Semester Structure

    a.   Term: 16 weeks (meetings)
    b.   Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♟ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
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Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

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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 7 : Mastering the process of planning, implementing and evaluating non-formal education programs

CLO 1:The students are Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education
CLO 2: Students are able to carry out program development that is increasingly creative and in accordance with future challenges
CLO 3: Students are able to identify the learning needs of the community and are able to express their ideas for the advancement of community life.
CLO 4: Students are enthusiastic about learning and understand all learning materials

Teaching methods
Lecturing, Case Study, Group Discussion

Assessment methodss
Participation Activities 50%, Tes Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Widodo, M.Pd.

Reference/Core Readings

1. Sudjana D (2006) *Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah*, *teori pendukung dan azas*, Bandung. Falah Procution.
2. Djudju Sudjana. 2004. *Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung* dan *Azas.* Bandung: Falah Production.
3. Kindervater, S. 1979. *Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand.* Massachusetts: Centre for International Education University of Massachusetts.
4. Soedomo, M. 1990. *Pembangunan Masyarakat.* Malang: Lembaga Pengabdian Masyarakat IKIP Malang.
5. Community Learning Centres, country reportr from Asia.
6. Saleh Marzuki, *Dimensi-dimensi Pendidikan Nonformal*, FIP Universitas Negeri Malang.
7. Peter Jarvis. Adult Education and lifelong learning. London and NewYork.

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Entrepreneurship

Course Description

This course provides an understanding of the concepts and nature of entrepreneurship, social entrepreneurship, developing entrepreneurial motivation, identifying business opportunities, creating business opportunities, and the ability to practice social entrepreneurship in relation to community empowerment through explanation, discussion and practicum. Indicators of the success of this course if students are able to implement theory into the practice of Non Formal Education, Students are able to apply the creation of entrepreneurial opportunities and are able to develop them. The practice of entrepreneurship lectures is carried out by pouring student ideas into the form of providing goods and services in accordance with student goals and is expected to be a solution to community needs.

Term and Semester Structure

- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
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Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
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Learning outcomes (PLO+CLO)

PLO 2 : Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.

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PLO 4 : Continuous self-development and collaboration.
PLO 5 : Mastering the basic concepts of Non Formal Education to manage non-formal education programs
PLO 7 : Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 9 : Able to empower the community and apply social entrepreneurship to the management of PNF unit institutions

CLO 1: Have knowledge and understanding of the basic concepts of entrepreneurship
CLO 2 : Have knowledge and understanding of the basic concepts of entrepreneurship and business alternatives
CLO 3 :Have knowledge and understanding of the personal characteristics of a leader in the field of entrepreneurship, ideas/ form of business in the field of physical education,
CLO 4: Have an idea / form of business in the field of physical education, sports education and recreational sports.

Teaching methods
Lecturing, Project-based Learning, Collaborative Learning

Assessment methods
Participation Activities 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Widya Nusantara, S.Pd., M.Pd.
Dr. Rofik Jalal Rosyanafi, M.Pd.

Reference/Core Readings

1. Suryana. 2006. Kewirausahaan; Pedoman Praktis Kiat dan Proses Menuju Sukses. Jakarta: Salemba Empat
2. Echdar, H. Saban. 2013. Manajemen Entrepreneurship; Kiat Sukses Menjadi Wirausaha. Yogyakarta: ANDI Ofset

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Participatory Rural Appraisal

Course Description

Study of aspects of community life (both natural resource aspects, social, economic, physical-technical and institutional aspects) in a participatory manner

Aspects studied:

    a) community economy (livelihoods both agricultural and non-agricultural, natural resource potential, human resource potential and so on;

    b) social and cultural life of society (customs, religion, community organizations, social networks, arts/culture, cooperation/mutual cooperation and so on

    c) education and health (level of education, formal education, non-formal education, access to education, health facilities, access to health services, clean water, posyandu, alert villages, various diseases, bad conditions and so on;

    d) political life (community political participation, local leadership elections, etc.)

Term and Semester Structure

    a. Term: 16 weeks (meetings)
    b. Semester: 5th semester

Type of Module (mark one)	**Student Workload**	**Credits (ECTS)**	**Language**	**Class Size**
♟ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 2 : Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
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.

CLO 1: Practical Goal: Organizing activities with the community (social learning process)
CLO 2: Strategic Objective: Achieve community empowerment and social change through community development using a learning approach

Teaching methods
Lecturing, Survey, Group Discussion

Assessment methodss
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Widya Nusantara S.Pd, M.Pd

Reference/Core Readings

1. Chambers, Robert. (1994). "The Origins and Practice of Participatory Rural Appraisal" dalam World Development, 22 (7): 953–969.
2. Das, Nimai. (2012). "Agricultural & Applied Economies Association Impact of Participatory Forestry Program on Sustainable Rural Livelihoods: Lessons From an Indian Province" dalam Applied Economie Perspectives and Policy, 34(3): 428–453.
3. Gaventa, John. (2005). "Enam Sasaran Proposisi Menuju Tata Pemerintahan Daerah Partisipatoris" dalam Sugeng Bahagio dan Rusdi Tagaroa (eds.) Orde Partisipasi. Jakarta: Perkumpulan Prakarsa, hlm. 1–21.
4. Hampton, P. Mark. (2003). "Entry Points for Local Tourism in Developing Countries: Evidence from Yogyakarta, Indonesia" dalam Geografiska Annaler Sériés B Human Geography, 85 (2): 85–101.
5. Hudayana, Bambang. (2017). Pemberdayaan Masyarakat, Bunga Rampai Antropologi Terapan. Yogyakarta: Pustaka Pelajar.

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6. Mikkelsen, Britha. (2011). Metode Penelitian Parttisipatoris dan Upaya Pemberdayaan. Jakarta: Yayasan Pustaka Obor Indonesia.
7. Mueller, Jocelyn G. dkk. (2010).”Evaluating Rapid Participatory Rural Appraisal as an Assessment of Ethnoecological Knowledge and Local Biodiversity Patterns” dalam Conservation Biology, 24(1): 140–150

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Social Guidance and Counseling

Course Description

Discusses concepts, theories and practices in providing guidance and counseling in various social contexts. Material includes basics, theories, communication skills, program development, professional ethics, and understanding of social context that influences this practice. Through case study approaches, simulations, and possibly practicums, students are prepared to become effective practitioners in providing guidance and social counseling to individuals, groups, or communities.

Term and Semester Structure
a.   Term: 16 weeks (meetings)
b.   Semester: 5ᵗʰ semester

Type of Module (mark one) ♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	Student Workload 3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	Credits (ECTS) 3 Credits x 1.59 = 4,77 ECTS	Language Bahasa Indonesia	Class Size 37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 2 : Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 4 : Continuous self-development and collaboration.
PLO 5 : Mastering the basic concepts of Non Formal Education to manage non-formal education programs

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PLO 6 : Mastering community empowerment techniques to plan and apply to non-formal education programs.

CLO 1: students are able to be good listeners
CLO 2 : Students have sensitivity to the social environment
CLO 3: Students are able to see challenges in society and are able to present the best solution
CLO 4: Students are able to develop non-formal education programs that can be a solution to community difficulties

Teaching methods
Lecturing, Case Study, Group Discussion

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Widodo, M.Pd.

Reference/Core Readings

1. Gibson, R.L. & Mitchell, M.H. (2011). Bimbingan dan konseling. Edisi Indonesia. Pustaka Pelajar.
2. Pakaya, S., Toyibah, & Arianto, J. (2020). Group guidance services with rational emotive behavior therapy counseling to reduce students' anxiety. Counsellia: Jurnal Bimbingan dan Konseling, 10(2), 176-189.

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Social Pathology

Course Description

This course provides students with the understanding of social pathology, social problems, social disorganization, social participation, social interaction, theories of social pathology. Examines the emergence of sociopathic behavior, differentiation, deviation, societal reactions, sociopathic individuation, crime, prostitution, prostitution, mental disorders, alcoholism, narcotics and juvenile delinquency as well as moral defects. It is hoped that through this course students will have knowledge related to social pathology and have skills in solving social ills in society both conceptually, theoretically and have a caring attitude towards problems developing in society

Term and Semester Structure
    a.   Term: 16 weeks (meetings)
    b.   Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 1 : Able to demonstrate religious values, nationalism and national culture, as well as academic ethics in carrying out their duties
PLO 3 : Develop logical, critical, systematic, and creative thinking in doing specific work in their

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field of expertise and in accordance with the work competency standards of the field concerned.

PLO 5 : Mastering the basic concepts of Non Formal Education to manage 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

CLO 1: Students have a positive character and are willing to continue doing good.

CLO 2 : Students are able to identify negative attitudes and traits of the surrounding community

CLO 3: There is a desire to be a breaker of injustice in the environment

Teaching methods
Lecturing, Case Study, Group Discussion

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Wiwin Yulianingsih, M.Pd

Reference/Core Readings

1. Budi Winarno. 2014. Dinamika Isu-isu Global Kontemporer. CPAS. Yogyakarta
2. Bambang Mulyono. Y. 1984. Pendekatan Analisis Kenakalan Remaja dan Penanggulangannya. Penerbit Kanisius. Yogyakarta.
3. Imam Asyari. Patologi Sosial. Usaha Nasional. Surabaya
4. Macionis J. John. 2012. Sociology. Pearson. New Jersey. USA
5. Kartini Kartono. 2015. Patologi Sosial 1. Rajawali Pers. Jakarta
6. Kartini Kartono. 1986. Patologi Sosial 3. Gangguan-gangguan Kejiwaan. Rajawali Pers. Jakarta.
7. Paisol Burlian. 2016. Patologi Sosial. Bumi Aksara. Jakarta
8. Ritzer, George. 2013. The Wiley- Blackwell Companion. Sosiologi. Pustaka Pelajar. Yogyakarta
9. Sarlito W. Sarwono. 2015. Psikologi Remaja. Rajawali Pers. Jakarta
10. Soedjono D., S.H. 1970. Pathologi Sosial. Alumni. Bandung
11. Soerjono Soekanto. 1982. Pengantar Sosiologi. Rajawali Pers. Jakarta
12. Sudarsono. 2004. Kenakalan Remaja. Prevensi, Rehabilitasi dan Resosialisasi. Rineka Cipta. Jakarta
13. St. Vembriarto. 1981. Patologi Sosial. Paramita. Yogyakarta
14. W.A. Gerungan. 2004. Psikologi Sosial. PT. Refika Aditama. Jakarta
15. Zakiat Darajad. 1983. Kesehatan Mental. Gunung Agung. Jakarta

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Supervision and Monitoring of NFE Programs

Course Description

In this lecture the concept of supervision is discussed which includes: definition, objectives, principles, approaches and techniques, supervision program, monitoring concept which includes: meaning, objectives, principles, approach, data collection tools, data characteristics and methods preparation of reports. Mahasiswa diharapkan mampu untuk melakukan monitoring dan mengevaluasi kegiatan pendidikan non foral

Term and Semester Structure
  a. Term: 16 weeks (meetings)
  b. Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

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PLO 8 : Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education

CLO 1: Students are able to supervise and monitor community education programs.
CLO 2: Students get an overview of non-formal education implementation standards
CLO 3: Students are able to provide positive input for the continuity of non-formal education programs

Teaching methods
Lecturing, Problem-based Learning, Group Discussion

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Widodo, M.Pd

Reference/Core Readings

1. Hatimah, I. (1998). Supervisi Monitoring Pendidikan Luar Sekolah. Bandung: Laboratorium Pendidikan Luar Sekolah
2. Sudjana, D. (2000). Manajemen Program Pendidikan, untuk Pendidikan Luar Sekolah dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production.
3. Satori, D. Supervisi Pendidikan. Bandung

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Youth Education

Course Description

This course discusses the essence and role youth, youth education programs, youth education models, understanding and principles youth learning, as well as methods and techniques youth education. This course wants to show the role of youth in their contribution to become locomotors of change in society and pioneers of change for the better. In relation to non-formal education is that lifelong education as an umbrella for the intertwining of non-formal education with youth education is able to bridge their role in their work to realize a better community life. The indicator of success is if students are able to foster idealistic and critical thinking to pioneer change in society.

Term and Semester Structure

    a.   Term: 16 weeks (meetings)
    b.   Semester: 5th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
♣ Core Module (mandatory course) ✓ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 2 : Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
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.

CLO 1: The success indicator of this course is if students are able to identify the needs of rural communities and are able to design activity programs that are in accordance with the potential there.
CLO 2: Students are able to organize training aimed at developing youth potential
CLO 3: Students have good adaptation and communication skills with the community, especially the youth.
CLO 4 : Students as young people, able to be the driving force for change for the better

Teaching methods
Lecturing, Case Study, Demonstration

Assessment methods
Participation Activities 50%, Test Exam 50%

This module is used in the following study program/s as well
-

Module Coordinator
Widya Nusantara, M.Pd.

Reference/Core Readings

1. Aziz Syamsudin, Kaum Muda Menatap Masa Depan Indonesia, PT Wahana semesta Intermedia, Jakarta: 2008
2. Arbi Sanit, Pergolakan Melawan Kekuasaan, Gerakan Mahasiswa antara aksi Moral dan Politik,Puastaka Pelajar: 1999
3. UU RI Nomor 40 Tahun 2009, UU Tentang Kepemudaan . Jakarta : 2009
4. Hans Sebald, Adolescence A Social Psychological Analysis (Third Edition), Prentice-Hall: 1984
5. Peter K. Manning & Marcello Truzzi, Youth and Sociology, Prentice-Hall: 1972

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SEMESTER 6

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[Community Service Program - Development of Reports]

Course Description

This course is the application of students' abilities to develop a well-structured village project report that aligns with the type of project undertaken. The report includes an introduction, literature review, project objectives and benefits, project methods/techniques/design, project results and implementation, conclusions and recommendations, reference list, and project appendices, as well as the proper summarization of the project report.

Content :
Structure of the village project report ; Opening section of the village project report (title page, approval page, preface, table of contents, list of tables/figures, list of terms and abbreviations); Content section of the village project report (introduction, literature review, project methods/techniques/design, project results and implementation, conclusions and recommendations); Closing section of the village project report (reference list and appendices) ;Editing of the village project report; Summary of the village project report; Presentation of the village project report

Term and Semester Structure

a. Term: 16 weeks (meetings)
b. Semester: 6th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,48 x (3 Credits x 1.59) = 47,95

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Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 4: Continuous self-development and collaboration.
PLO 6: Mastering community empowerment techniques to plan and apply to 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

CLO 1: Possess leadership, managerial, and networking skills in the holistic and integrative organization of early childhood education. (GC 2)
CLO 2: 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 3: Understanding how to provide reporting for community service
CLO 4: Write Community service reports in accordance with the conducted program

Teaching methods
Project-based Learning, Group Discussion

Assessment methods
Product assessment 50%, performance 30%, participation 20%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Wiwin Yulianingsih, S.Pd., M.Pd.

Reference/Core Readings
1. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
2. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan
3. ----. 2020. Buku Panduan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Permendikbud 3/2020 tentang SN Dikti
4. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
5. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia.

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[Community Service Program - Development of Tools]

Course Description

In this course, students will be able to master the concept of developing supporting tools for village projects, identify, formulate, and devise selected supporting tools for village projects, including (a) developing Village-Owned Enterprises (BUMdes), (b) developing village cooperatives, (c) developing management systems for village business sectors, (d) developing community group business projects, (e) developing village tourism projects, (f) promoting flagship businesses in the village, (g) constructing bridges, (h) building tourism facilities, and others, with a sense of responsibility, professional ethics, and the ability to communicate effectively through discussions, assignments/projects, practical work, and presentations in rural or remote areas.

Content :
Legal Basis and Norms for Program Development; References on Program Development; Socialization and Education Materials for Program Development; Program Development Tools (Cooperation Agreement with Partners).

Term and Semester Structure
  a.   Term: 16 weeks (meetings)
  b.   Semester: 6th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	4 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	4 Credits x 1.59 = 6,36 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,48 x (4 Credits x 1.59) = 53,40

Practice Lecture (praktik)
28,55 x (4 Credits x 1.59) = 181,58 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,48 x (4 Credits x 1.59) = 64,09

Prequisites for participation (if applicable)

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Learning outcomes (PLO+CLO)

PLO 4: Continuous self-development and collaboration.
PLO 6: Mastering community empowerment techniques to plan and apply to 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

CLO 1: Providing students with an understanding of Developing Tools for Community Service.
CLO 2: Mapping issues in Developing Tools for Community Service and being able to find solutions.
CLO 3: Students are able to foster communication and cooperation with fellow friends and with the community to carry out joint activities.
CLO 4: Formed student creativity in effective collaboration with the team and the community around the activity area

Teaching methods
Project-based Learning, Group Discussion

Assessment methods
Product (Pr) 50%, participation 20%, performance 30%

This module is used in the following study program/s as well
-

Module Coordinator
Widya Nusantara, S.Pd., M.Pd.

Reference/Core Readings

1. Slamet, Margono R. 1985. Mahasiswa dalam Membangun: Materi Pembekalan KKN. Lampung: Universitas Lampung.
2. Tim Unesa. 1999. Buku Pedoman Kuliah Kerja Nyata Unesa 2000. Surabaya: Unesa University Press.
3. Tim LPPM Unesa. 2020. Buku Panduan KKN Universitas Negeri Surabaya. Surabaya: LPPM Unesa.
4. Tim Unesa. 2020. Pedoman dan Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM). Surabaya: Universitas Negeri Surabaya.
5. Fahrurrozi, Muhammad dan Mohzana. 2020. Pengembangan Perangkat Pembelajaran : Tinjauan Teoretis dan Praktik. 2020. Lombok : Universitas Hamzanwadi

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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6. Jatmiko, Datu dan Jnauarti, Nur Endah. 2021. Model Kegiatan Pembelajaran Membangun Desa. Yogyakarta : Jurusan Pendidikan Sosiologi FIS UNY

7. Kementerian Keuangan RI. 2017. Buku Pintar Dana Desa. Jakarta : Kementerian Keuangan RI

8. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

9. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa

10. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan. 8 Module Coordinator Widya Nusantara, S.Pd., M.Pd.

11. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.

12. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
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[Community Service Program - Program Design]

Course Description

To prepare students with a strong understanding of the concept of community service program planning and the practical skills needed to design, implement, and evaluate programs that benefit the community

Content :

Legal Basis and Norms of Program Development; References on Program Development; Materials for Socialization and Education on Program Development ;Program Development Tools (Cooperation Agreement with Partners).

Term and Semester Structure
- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 6th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,48 x (3 Credits x 1.59) = 39,96

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,48 x (3 Credits x 1.59) = 47,95

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 4: Continuous self-development and collaboration.
PLO 6: Mastering community empowerment techniques to plan and apply to non-formal education

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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

CLO 1: Imparting an understanding to fellow students about the concept of Community Service Program planning and effective planning methods.
CLO 2: Possess the skills to design, implement, and evaluate Community Service programs that are beneficial to the community.
CLO 3: Students are able to develop an activity program that is in accordance with the needs of the community
CLO 4 : Students are able to see the opportunities and potential of the region and the human resources around them
CLO 5 : Students are able to collaborate well

Teaching methods
Project-based Learning, Group Discussion

Assessment methods
Product (Pr) 50%, Participation 20%, performance 30%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes.

Reference/Core Readings

1. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Nurdianti, Shaumu. 2021. Perencanaan Pembangunan dan Pemberdayaan Masyarakat Desa dan Kelurahan di Indonesia. Boogor: Guepedia
3. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
4. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan
5. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
6. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia
7. Raharjo, Muhamad Muiz. 2021. Pembangunan Dan Pemberdayaan Masyarakat Desa Dan Kelurahan. Surakarta: Graha Media

8. Suhaime, Ahmad. 2016. Pengembangan dan pemberdayaan masyarakat : konsep pembangunan partisipatif wilayah pinggiran dan desa. Yogyakarta: Deepublish

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[Community Service Program - Program Dissemination]

Course Description

This course is able to equip students in disseminating the results of the teaching assistance program in the form of scientific articles and publishing them in scientific journals in the selected program including (a) teaching in educational units such as elementary, secondary and tertiary schools in remote areas (through collaboration with the Ministry of Villages and PDTT, or other ministries / institutions), (b) developing literacy villages, (c) fostering the education of illiterate community groups, (d) fostering the education of community groups with special needs, (e) fostering the education of street children community groups, (f) fostering the education of student / youth groups, etc. This course is the application of students' abilities to disseminate a village project program in a contextual manner to assist rural or remote communities in building the people's economy or infrastructure, both in person and online.

Content :
Village project program; Compilation of program publication materials; Determination of the form of program publication, such as articles, videos, collaborative books; Program publication on designated media

Term and Semester Structure

   a.   Term: 16 weeks (meetings)
   b.   Semester: 6th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,48 x (3 Credits x 1.59) = 39,96

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,48 x (3 Credits x 1.59) = 47,95

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Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 4: Continuous self-development and collaboration.
PLO 6: Mastering community empowerment techniques to plan and apply to 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

CLO 1: Able to apply materials for the publication of the Teaching Assistance program by utilizing science, technology, and / or art and being able to adapt to the situation faced in program dissemination.
CLO 2: Able to determine the form of publication of the Teaching Assistance program in the form of articles, videos, books together appropriately based on analysis of information and data independently and in groups.
CLO 3: Able to disseminate and publish the Teaching Assistance program with appropriate publication media independently and responsibly.

Teaching methods
Project-based Learning, Group Discussion

Assessment methods
Product (Pr) 50%, performance 30%, participation 20%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Rivo Nugroho, S.Pd., M.Pd.

Reference/Core Readings

1. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
3. -----. 2020. Panduan Penyelenggaraan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.
4. -----, 2017. Panduan Penyelenggaraan Kampung Literasi. Jakarta: Ditjen PAUD dan Dikmas.

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5. ------, 2017. Konsep Dasar Pendidikan Non-Formal (PKBM dan LKP), Jakarta.
6. -----. 2017. Petunjuk Teknis Pelibatan Keluarga pada Penyelenggaraan Pendidikan Kesetaraan. Jakarta: Ditjen PAUD dan Dikmas.
7. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
8. Peraturan Presiden Nomor 8 Tahun 212 tentang Kerangka Kualifikasi Nasional Indonesia

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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[Community Service Program - Program Evaluation]

Course Description

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

Term and Semester Structure

- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 6th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,48 x (2 Credits x 1.59) = 39,96

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,48 x (2 Credits x 1.59) = 47,95

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO
PLO 4: Continuous self-development and collaboration.

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PLO 6: Mastering community empowerment techniques to plan and apply to 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

CLO
CLO 1 : Providing students with an understanding of community service program evaluation.
CLO 2 : Introducing issues in the evaluation of community service programs and being able to find solutions.

Teaching methods
Project-based Learning, Group Discussion

Assessment methods
Product (Pr) 50%, participation 20%, performance 30%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Dr. Heryanto Susilo, S.Pd., M.Pd

Reference/Core Readings

1. Junaidi, Aris dkk. 2020. Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
3. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan.
4. -----. 2017. Panduan Penyelenggaraan Kampung Literasi. Jakarta: Ditjen PAUD dan Dikmas.
5. -----. 2017. Petunjuk Teknis Pelibatan Keluarga pada Penyelenggaraan Pendidikan Kesetaraan. Jakarta: Ditjen PAUD dan Dikmas.
6. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
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[Community Service Program - Program Implementation]

Course Description

The implementation process of a program that has been designed for community service. In this implementation, students are required to execute the program in accordance with the planned design

Content :
Legal Basis and Norms of Program Development; References on Program Development; Materials for Socialization and Education on Program Development ;Program Development Tools (Cooperation Agreement with Partners).

Term and Semester Structure

- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 6th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	4 Credits x 16 meetings x 170 /60 = 181,1 hours/Semester	4 Credits x 1.59 = 6,36 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (4 Credits x 1.59) = 53,40

Practice Lecture (praktik)
28,55 x (4 Credits x 1.59) = 181,58 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (4 Credits x 1.59) = 64,09

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

PLO 4: Continuous self-development and collaboration.
PLO 6: Mastering community empowerment techniques to plan and apply to non-formal education programs.

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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

CLO 1: Providing students with an understanding of community service program implementation.
CLO 2 :Understanding community-related issues regarding the service program.
CLO 3: Students are able to practically implement the activity program they have planned.
PLO 4: Students are able to collaborate with the team to determine decisions in accordance with the plan

Teaching methods
Project-based Learning, Group Discussion

Assessment methods
Product (Pr) 50%, performance 30%, participation 20%

This module is used in the following study program/s as well
-

Module Coordinator
Dr. Widodo, M.Pd.

Reference/Core Readings

1. Tim Unesa. 2020. Pedoman pengembangan dan Implementasi Kurikulum Merdeka Belajar dan Kampus Merdeka. Surabaya: Unesa
2. -----. 2020. Panduan Penyelenggaraaan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan
3. ----. 2020. Buku Panduan Merdeka Belajar-Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kementerian Pendidikan dan Kebudayaan Permendikbud 3/2020 tentang SN Dikti
4. Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi.
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MODUL OF HANDBOOK

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SEMESTER 7

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PLP-Learning Media Development
Course Description This course intends to facilitate students to learn about the learning assessment system organized during non-formal learning takes place. lectures are conducted by [giving materials, assignments, and end-of-semester assignments and practice. the learning indicator is if students are able to compile learning assessment guidelines and apply them to their teaching practice.

Term and Semester Structure
    a.   Term: 16 weeks (meetings)
    b.   Semester: 7th semester

Type of Module (mark one) ✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	**Student Workload** 2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	**Credits (ECTS)** 2 Credits x 1.59 = 3,18 ECTS	**Language** Bahasa Indonesia	**Class Size** 37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

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Community Education

CLO 1: Students are able to describe the meaning of assessment, principles, characteristics, various techniques and the role of assessment
CLO 2: Students are able to plan tests
CLO 3: Students are able to describe the meaning of tests, measurements, the usefulness of tests and test ethics
CLO 4: Students are able to identify various types of assessment
CLO 5: Students are able to carry out reporting of learning outcomes

Teaching methods
Work-based Learning, Project Based Learning

Assessment methodss
Performance Assessment 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM Team

Reference/Core Readings
1. Depdiknas. 2004. Pedoman Pengembangan Tes Objektif. Jakarta: Depdiknas
2. Gabel, Robert K. 1986. Instrument Development in The Affective Domain. New York: Springer Science+Business Media
3. Hopkins, Charles D dan Antes, Richard L. 1990. Classroom Measurement and Evaluation. Itasca: Peachock Publishers, Inc.
4. Permendikbud No. 66 Tahun 2013 tentang Standar Penilaian.

PRODI S1 PENDIDIKAN LUAR SEKOLAH

PLP - School Management

Course Description

This course provides students with the ability to develop theoretical and practical skills in managing out-of-school education programs and units in the field. In this lecture, students are given insight into management concepts, functions in management, unit design in non-formal education.

In this course, students are expected to have the ability to analyze school conditions according to CIPP school management theory and management standards which include vision, mission, goals, curriculum management which includes a description of curriculum and learning data, data on students, educators, and education personnel, data on facilities and infrastructure, financing data, data on school relations with the community, cultural and environmental data and RKS / RKAS documents to improve management quality and be able to provide educational learning services to students according to their characteristics in the context of school management.

Term and Semester Structure
- a. Term: 16 weeks (meetings)
- b. Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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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

CLO 1: Analyze school management independently and responsibly
CLO 2: Analyze the management of the education unit-level curriculum
CLO 3: Contribute to improving the quality of school management
CLO 4: Provide educational learning services to learners according to their characteristics in the context of school management

Teaching methods
Work-based Learning, Group Discussion

Assessment methodss
Participation Activities 20%, Performance Assessment 50% ;

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM team

Reference/Core Readings
1.   Arend, R.I., 2012.Learning to Teach. New York: Mc Grow-Hill International Edition
2.   Hyland, Ken., & Wong, Lilian L. C. 2016.Innovation and Cange in English Language Education. London: Ruthledge
3.   Mulyasa, E., 2004.Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: Remaja Rosdakarya
4.   Sani, Ridwan Abdullah. 2016.Inovasi Pembelajaran. Jakarta: Bumi Aksara
5.   Taniredja, Tukiran dkk. 2015.Model-Model Pembelajaran Inovatif dan Efektif. Bandung: Alfabeta
6.   Wena, Made. 2016.Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional. Jakarta: Bumi Aksara
7.   Kemedikbud No.19 tahun 2007 tentang Standart Pengelolaan

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UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN

PRODI S1 PENDIDIKAN LUAR SEKOLAH

Kampus Lidah Wetan, Jl. Lidah Wetan, Surabaya 60213 Telepon :
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PLP - Teaching Material Development

Course Description

Teaching materials development course is a course designed to help students participating in teaching practice to design and develop teaching materials. This course will provide knowledge and skills about various matters related to teaching materials. The things that will be discussed in this course include the role and types of teaching materials, both printed, non-printed, and display teaching materials, development procedures, how to use them in the learning process, and ways to evaluate them. The indicator of this course is if students are able to develop learning materials that will be used in the learning process.

Term and Semester Structure

- a. Term: 16 weeks (meetings)
- b. Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 6 : Mastering community empowerment techniques to plan and apply to non-formal education programs.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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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

CLO 1: Students are able to design and compile teaching materials that are oriented towards developing the dimensions of knowledge, skills and attitudes in accordance with the development of elementary school students.
CLO 2: Students are able to show performance in developing teaching materials that have SD content.

Teaching methods
Work-based Learning, Group Discussion

Assessment methodss
Participation Activities 50%, Performance Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM Team

Reference/Core Readings
1. Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview . Theory into Practice, (41) 4:212-26
2. Ernawulan Syaodih. 2007. Penilaian Pendidikan Dasar : Diktat perkuliahan Pendidikan Dasar SPs UPI Bandung: Universitas Pendidikan Indonesia.
3. Depdiknas. 2003. Standar Penilaian Buku Pelajaran Pengetahuan Sosial SD-SMP . Pusat Perbukuan Depdiknas.
4. Depdiknas. (2006). Pedoman Memilih dan Menyusun Bahan Ajar . Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.
5. Campbell-Smith, Shandy, dkk. 1994. Penulisan Bahan-Bahan Pelajaran Jakarta: Depdikbud.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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PLP-Curriculum Analysis
Course Description   This course examines the implementation of the curriculum in educational units, techniques for preparing semester programs and annual programs contextually, as well as techniques for evaluating the implementation of semester and program programs annual.

Term and Semester Structure
- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♟ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

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CLO 1: Demonstrate an independent and responsible attitude in completing work according to their field of expertise either individually or in groups.
CLO 2: Mastering pedagogical theories in learning according to their scientific fields
CLO 3: Contributing to improving the quality of life in society, nation, state, and advancement of civilization based on Pancasila
CLO 4: Provide educational learning services to students according to their characteristics

Teaching methods
Work-based Learning, Group Discussion

Assessment methodss
Participation Activities 50%, Performance Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM Team

Reference/Core Readings
1. Hasan, Hamid. 2015. Evaluasi Kurikulum. Bandung: Remaja Rosd Dasarakarya
2. Miller, Jhon P, Seller, Wayne. 1985. Curriculum Perspective and Practice. New York: Longman
3. Zais, Robert S. 1976. Curriculum. New York: Harper & Row Publisher

Supporting Refference :
1. Arikunto, Suharsimi dan Cepi Safruddin Abd. Jabar, 2018, Evaluasi Program Pendidikan, Pedoman Teoretis Praktis bagi Mahasiswa dan Praktisi Pendidikan. Edisi Kedua. Jakarta: Bumi Aksara
2. Anderson, W. Orin dan David R. Krathwohl. 2001. A Taxonomy for Learning, Teaching and Assesing. a Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman

PLP-Development Program School

Course Description

This course examines the variety and types of school activities, principles and techniques for preparing Semester Activity Plans. The success indicator of this course is that students are able to develop existing programs to make more creative and innovative variations according to the potential of the community and according to their needs.

Term and Semester Structure
   a.   Term: 16 weeks (meetings)
   b.   Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

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CLO 1: Able to show a responsible attitude in completing tasks either individually or in groups
CLO 2: Able to analyze the principles and techniques of school program development
CLO 3: Able to communicate well orally and in writing in learning activities.
CLO 4: Able to analyze the achievement of RKS / RKAS
CLO 5: Able to show a responsible attitude in completing tasks either individually or in groups
CLO 6:Able to analyze the principles and techniques of school program development
CLO 7: Able to communicate well orally and in writing in learning activities
CLO 8: Able to communicate well orally and in writing in learning activities

Teaching methods
Work-based Learning, Group Discussion

Assessment methodss
Performace Activities 50%, Participation Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM Team

Reference/Core Readings

1. Prayitmo.2020. Program Pengenalan Lapangan Persekolahan. Solo: UNS Press
2. Pedoman pelaksanaan PLP Unesa 2020

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
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PLP-Learning Media Development

Course Description
This course examines the definition, function, role, and types of learning media; selecting relevant learning media; as well as the basic concepts of media development, which starts from planning by analyzing needs, design by making prototypes, and development. students practice teaching by utilizing learning media in accordance with the target students and their learning needs. assessment is carried out by taking into account the ability to provide teaching media and the ability to bring the media into the learning process.

Term and Semester Structure
- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	2 Credits x 16 meetings x 170 /60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (2 Credits x 1.59) = 26,70

Practice Lecture (praktik)
28,55 x (2 Credits x 1.59) = 90,79 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (2 Credits x 1.59) = 32,04

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
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programs
PLO 8 : Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education

CLO 1: Examining various media and teaching aids in learning
CLO 2: Developing learning aids
CLO 3: Developing learning posters/banners
CLO 4: Developing presentation learning media
CLO 5: Developing a learning Ebook
CLO 6 : Developing learning websites and weblogs
CLO 7: Developing animated learning media

Teaching methods
Work-based Learning, Project Based Learning

Assessment methodss
Performance Assessment 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM Team

Reference/Core Readings
1. Fenrich, P. 1997. Practical Guidelines For Creating Instructional Multimedia Application . USA: Harcourt Brace College Publisher
2. Heinich, R., Molenda. 1999. Instructional Media and Technologies forLearning . USA: Prentice Hall
3. Arsyad, Azhar, 2009. Media pembelajaran . Jakarta: Raja Grafindo Persada
4. Munadi, Yudhi. 2008. Media pembelajaran: sebuah pendekatan baru . Jakarta: Gaung Persada, 2008
5. Reynolds, Karen E. 1996. Technology for the teaching and learning science . Boston: Allyn and Bacon
6. Isnawati. 2015. Media Pembelajaran Berbasis Bahan Sederhana . Surabaya: Jaudar Press

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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PLP-Learning Plan Development

Course Description
This course facilitates students to be able to analyze and develop learning plans in PLP activities. lectures are conducted with material and practice. students are deployed to the field to teach, namely in non-formal education institutions so that students have actual experience regarding learning. The indicator of success is if students are able to develop lesson plans and can be applied in non-formal education learning.

Term and Semester Structure
  a.   Term: 16 weeks (meetings)
  b.   Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (PLO+CLO)

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

CLO 1: Students are able to analyze the learning plan development process
CLO 2: Students are able to apply the lesson plans that have been made into the learning that is carried out

Teaching methods
Work-based Learning, Group Discussion

Assessment methodss
Participation Activities 50%, performance Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
MBKM Team

Reference/Core Readings
1. Oemar, H. (2021). Proses Belajar Mengajar (pp. 171–172). PT. Bumi Aksara
2. Zainal, A. (2020). Micro Teaching disertai dengan Pedoman Pengalaman Lapangan. PT Raja Grafindo Persada.
3. http://download.garuda.kemdikbud.go.id/article.php?article=2941883&val=26029&title=SOSIALIASI%20PELAKSANAAN%20PENGENALAN%20LAPANGAN%20PERSEKOLAHAN%20I%20TAHUN%20AJARAN%2020202021

PRODI S1 PENDIDIKAN LUAR SEKOLAH

PLP-Teaching Practice

Course Description
This course is an application of students' abilities in good teaching practice (real teaching) according to school subjects, namely consisting of skills to open learning, mastery of material, use of materials and media as well as ICT, use of language, assignments and feedback, as well as strengthening and closing learning in real teaching in real classes and producing scientific work that can be done published in national journals.The indicator of success is if students are able to apply learning principles and also complete learning tools when teaching. Students carry out teaching practices in non-formal education institutions and their work practices are assessed by assistants in the institutions they practice in.

Term and Semester Structure
- **a.** Term: 16 weeks (meetings)
- **b.** Semester: 7th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)
-

Learning outcomes (CLO)

CLO 1 : Demonstrate an independent and responsible attitude in completing work according to their field of expertise both individually

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
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or group
CLO 2 : Demonstrate an independent and responsible attitude in completing work according to their field of expertise both individually
or group
CLO 3 : Contribute to improving the quality of life in society, nation, state and the progress of civilization based on Pancasila
CLO 4 : Providing educational learning services to students according to their characteristics

Teaching methods
Work-based Learning, Group Discussion

Assessment methodss
Participation Activities 50%, Performance Assessment 50%

This module is used in the following study program/s as well
-

Module Coordinator
Widya Nusantara, M.Pd.
TIM MBKM

Reference/Core Readings

1. Direktorat Pembelajaran Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi. 2017. Panduan Program Pengenalan Lapangan Persekolahan Program Sarjana Pendidikan. Jakarta: Direktorat Pembelajaran Direktorat Jenderal Pembelajaran dan Kemahasiswaan Kementerian Riset Teknologi dan Pendidikan Tinggi.
2. Divisi Praktik Kegiatan Lapangan Satuan Merdeka Belajar Kampus Merdeka Universitas Negeri Surabaya. 2021. Buku Pedoman Pengenalan Lapangan Persekolahan Tahun 2021. Surabaya: Unesa
3. Tim Unesa. 2020. Pedoman dan Implementasi Kurikulum Merdeka Belajar Kampus Merdeka (MBKM). Surabaya: Universitas Negeri Surabaya.

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
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PNF Seminar

Course Description

This course is one of the courses in the non formal education FIP Unesa Study Program, which is designed to develop students' insight into actual non formal education problems, improve their ability to organize and present problems and can become active participants in seminars, and to improve skills in holding seminars in the field of non formal education. The scope of this course covers actual issues or problems in the field of non formal education which are outlined in one complete paper, consisting of: identification and formulation of problems, development of a framework for thinking, discussion and recommendation conclusions. The indicator of the success of this course is if students are able to implement theory into the practice of Non Formal Education.

Term and Semester Structure

    a.   Term: 16 weeks (meetings)
    b.   Semester: 7ᵗʰ semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	3 Credits x 16 meetings x 170 /60 = 136 hours/Semester	3 Credits x 1.59 = 4,77 ECTS	Bahasa Indonesia	37 students

Contact hours (materi)
50/170 x 28,55 x (3 Credits x 1.59) = 40,05

Practice Lecture (praktik)
28,55 x (3 Credits x 1.59) = 136,18 hours/Semester

Structured Assignment (struktur asesmen)
60/170 x 28,55 x (3 Credits x 1.59) = 48,06

Prequisites for participation (if applicable)

-

Learning outcomes (PLO+CLO)

PLO 2 : Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN

PRODI S1 PENDIDIKAN LUAR SEKOLAH

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entrepreneurial character.
PLO 4 : Continuous self-development and collaboration
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.

CLO 1: Students are able to develop actual research topics
CLO 2 : Students are able to use research methods that are appropriate to the research topic
CLO 3 : Students are able to compile scientific work as an embryo of their final project
CLO 4: Students are able to present the results of their scientific writing

Teaching methods
Lecturing, Simulation, Project based learning

Assessment methodss
Performance Activities 50%, Product Assessment 50%

This module is used in the following study program/s as well
Undergraduate program

Module Coordinator
Prof. Dr. Maria Veronika Roesminingsih, M.Pd.
Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes.
Dr. Sjafiatul Mardliyah, S.Sos., M.A.
Dr. Widodo, M.Pd.
Dr. Wiwin Yulianingsih, S.Pd., M.Pd.
Rivo Nugroho, S.Pd., M.Pd.
Dr. Heryanto Susilo, S.Pd., M.Pd.
Widya Nusantara, S.Pd., M.Pd.
Dr. Rofik Jalal Rosyanafi, M.Pd.

Reference/Core Readings

1. Azahari, A. 1995. Materi Pokok Teknik Penulisan Ilmiah. Jakarta: UniversitasTerbuka.
2. Lindsay, D. 1998. Penuntun Penulisan Ilmiah. Alih Bahasa oleh S.S.Achmadi. Universitas Indonesia Press, Jakarta
3. Yuzal, dkk 2001. Panduan Praktis Seminar. Jakarta: PT RajaGrafindo Persada
4. Tim penyusun buku pedoman penulisan skripsi program sarja strata sati (S-1). 2014.Pedoman Penulisan Skripsi. Surabaya: Unesa University Press

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 8

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
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Thesis

Course Description
The final thesis assignment course is a course aimed at making students understand and able to apply basic research concepts. In this final assignment, students are directed to prepare a research proposal by examining a problem (background), identifying the problem, problem limitations, problem formulation and research objectives. Then proceed with a literature review, conceptual framework for thinking, and preparation of temporary hypotheses. Next, data collection and technical data analysis are carried out which are adjusted to the determined problem formulation. As a result, data analysis will be carried out, providing an explanation of the results of data analysis, making conclusions and compiling a research report according to correct writing techniques and free from plagiarism. After passing plagiarism, students are scheduled to conduct a thesis examination session by the examining lecturer before being declared a graduate.

Term and Semester Structure
a. Term: 16 weeks (meetings)
b. Semester: 8th semester

Type of Module (mark one)	Student Workload	Credits (ECTS)	Language	Class Size
✓ Core Module (mandatory course) ♣ Elective Module (compulsory course)	6 Credits x 16 meetings x 170 /60 = 272 hours/Semester	6 Credits x 1.59 = 9,54 ECTS	Bahasa Indonesia	37 Students

Contact hours (materi)
-
Practice Lecture (praktik)
28,55 x (6 Credits x 1.59) = 272,37 hours/Semester

Structured Assignment (struktur asesmen)
-

Prequisites for participation (if applicable)
-   Research Methodology

Learning outcomes (PLO+CLO)

PLO

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
PRODI S1 PENDIDIKAN LUAR SEKOLAH
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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 7 : Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 11 : Able to utilize technology and information in problem solving efforts according to their field of expertise

CLO
CLO-1: Students are able to compile and analyze problems in research in the field of non formal education
CLO-2: Students are able to apply various information technologies in preparing their final thesis assignment.
CLO-3: Students are able to collaborate on the performance of preparing their final assignment independently both theoretically and practically.
CLO-4: Students are able to develop an attitude of responsibility in completing the final assignment and prove it with plagiarism-free final assignment results.

Teaching methods
Project-based Learning, Problem-based Learning

Assessment methods
Participation; Project Assessment

This module is used in the following study program/s as well
-

Module Coordinator
Dr. I Ketut Atmaja Johny Artha, M.Kes.

Reference/Core Readings

1. Pedoman Penulisan Skripsi.2014. Universitas Negeri Surabaya.
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