MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

2024

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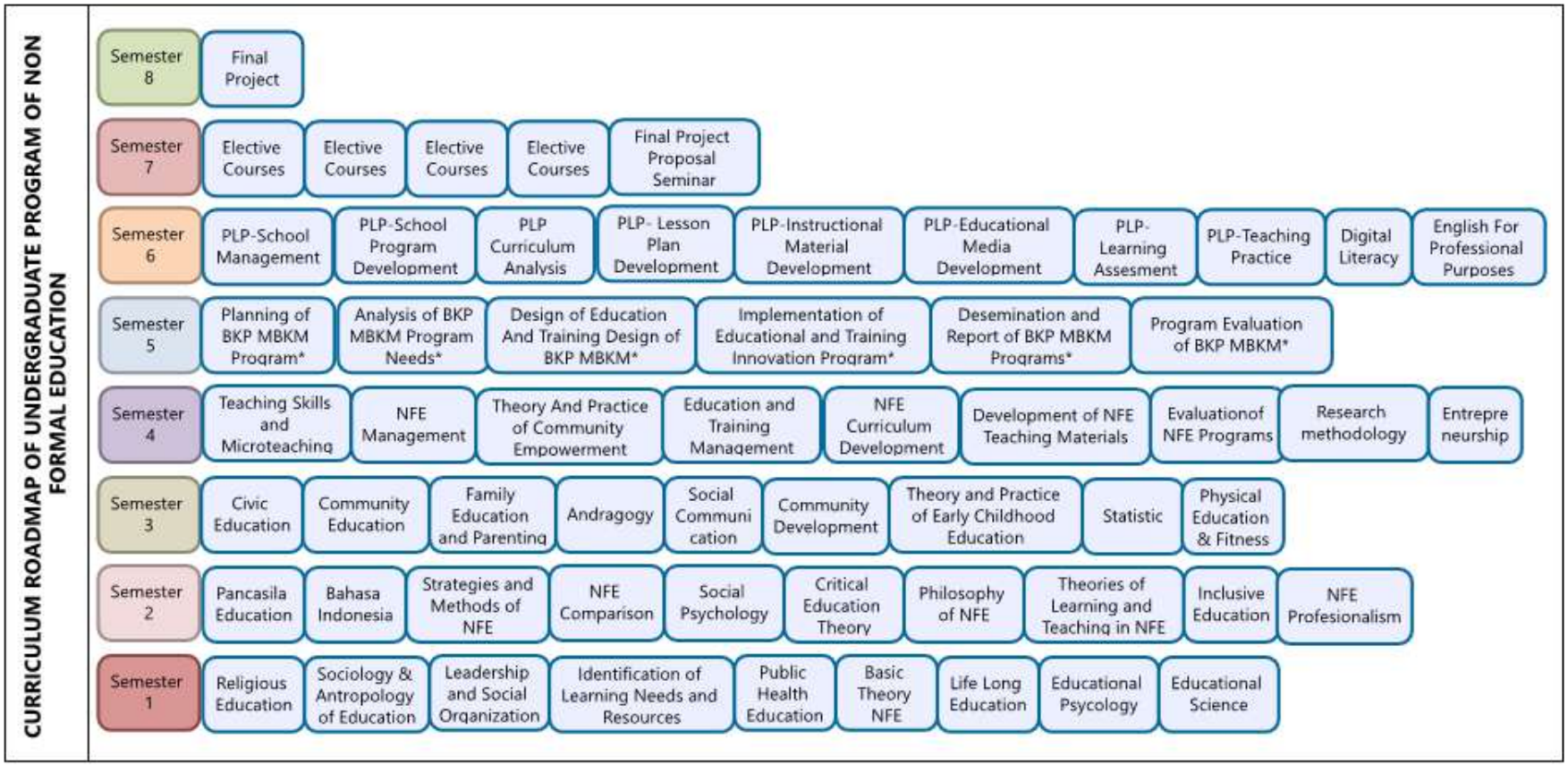
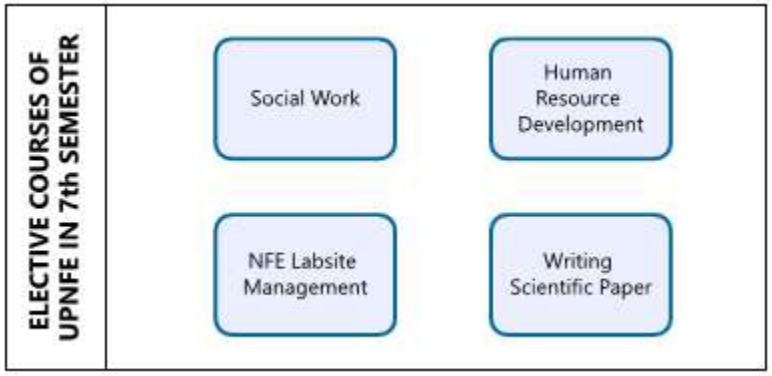
(031) 99421834
Jl. Lidah Wetan, Kec. Lakarsantri,
kota Surabaya, Jawa Timur 60213

CURRICULUM OVERVIEW





Note :
PLP : Student Teaching Internship
MBKM : Independent Curriculum
*** : The Most Selected Elective Courses by Students for their MBKM is Community Service/ KKNT**

ECTS OVERVIEW

No.	Courses	Compulsory/ Elective	Credit	ECTS	Term							
					1	2	3	4	5	6	7	8
CORE PERSONALITY DEVELOPMENT COURSES												
1	Pancasila Education	Compulsory	2	3,18		√						
2	Indonesia Language	Compulsory	2	3,18		√						
3	Religious Education	Compulsory	2	3,18	√							
4	Civics Education	Compulsory	2	3,18			√					
Total ECTS each semester					3,18	6,36	3,18					
INSTITUTIONAL PERSONALITY DEVELOPMENT COURSES												
5	Digital Literacy	Compulsory	2	3,18						√		
6	Physical and Fitness Education	Compulsory	2	3,18			√					
Total ECTS each semester							3,18			3,18		
THE COURSES ON SUBJECTS SCIENTIFIC AND EXPERTISE												
7	NFE Profession	Compulsory	2	3,18						√		
8	Educational Science	Compulsory	2	3,18	√							
9	Identification of Learning Needs and Resources	Compulsory	3	4,77	√							
10	Public Health Education	Compulsory	2	3,18	√							
11	Basic Theory of NFE	Compulsory	3	4,77	√							
12	Lifelong Education	Compulsory	2	3,18	√							
13	Sociology-Anthropology of Education	Compulsory	2	3,18	√							
14	Social Psychology	Compulsory	2	3,18		√						
15	Critical Education Theory	Compulsory	2	3,18		√						
16	Theory and Practice of Early Childhood Education	Compulsory	3	4,77			√					
17	NFE Comparison	Compulsory	2	3,18		√						
18	Educational Psychology	Compulsory	2	3,18	√							
19	Community of Education	Compulsory	2	3,18			√					
20	Family Education and Parenting	Compulsory	2	3,18			√					
21	Andragogy	Compulsory	3	4,77			√					
22	English for Professional Purposes	Compulsory	2	3,18						√		

No.	Courses	Compulsory/ Elective	Credit	ECTS	Term							
					1	2	3	4	5	6	7	8
23	Social Communication	Compulsory	2	3,18			√					
24	Community Development	Compulsory	3	4,77			√					
25	NFE Philosophy	Compulsory	2	3,18		√						
26	NFE Management	Compulsory	3	4,77				√				
27	Theory and Practice of Community Empowerment	Compulsory	3	4,77				√				
28	Learning Strategies and Methods of NFE	Compulsory	2	3,18		√						
29	Seminar of NFE	Compulsory	2	3,18							√	
30	Inclusive Education	Compulsory	2	3,18		√						
Total ECTS each semester					25,4	12,7	23,8	9,54		6,36	3,18	
BASIC EXPERTISE COURSES												
31	Research Methodology	Compulsory	3	4,77				√				
32	Statistics	Compulsory	3	3,18			√					
33	Theories of Learning and Teaching in NFE	Compulsory	2	3,18		√						
34	Development of NFE Curriculum	Compulsory	2	3,18				√				
35	Development of NFE Media and Teaching Materials	Compulsory	2	3,18				√				
36	Evaluation Non-Formal Education	Compulsory	2	3,18				√				
37	Teaching Skills and Microteaching	Compulsory	2	3,18				√				
Total ECTS each semester						3,18	3,18	17,5				
THE COURSES ON WORK SKILLS												
38	Final Project	Compulsory	4	,54								√
39	Leadership and Social Organization	Compulsory	2	3,18	√							
40	Education and Training Management	Compulsory	3	4,77				√				
41	Entrepreneurship	Compulsory	2	3,18				√				
42	Student Teaching Internship-School Management	Compulsory	2	3,18						√		
43	Student Teaching Internship-School Program Development	Compulsory	2	3,18						√		
44	Student Teaching Internship-Curriculum Analysis	Compulsory	2	3,18						√		
45	Student Teaching Internship-Lesson Plan Development	Compulsory	3	4,77						√		

46	Student Teaching Internship-Instructional Material Development	Compulsory	3	4,77						√		
47	Student Teaching Internship-Educational Media Development	Compulsory	2	3,18						√		
48	Student Teaching Internship-Learning Assessment	Compulsory	2	3,18						√		
49	Student Teaching Internship-Teaching Practice	Compulsory	4	6,36						√		
Total ECTS each semester					3,18			7,95		31,8		9,5
THE COURSES ON COMMUNITY LIFE												
50	Planning Program of BKP MBKM	Compulsory	3	4,77						√		
51	Analysis of BKP MBKM Needs Program	Compulsory	4	6,36						√		
52	Innovation Design of BKP MBKM Education and Training	Compulsory	3	4,77					√			
53	Implementation of Education and Training Program of BKP MBKM	Compulsory	3	4,77					√			
54	Dissemination and Program Report of BKP MBKM	Compulsory	4	6,36					√			
55	Evaluation Program of BKP MBKM	Compulsory	3	4,77					√			
Total ECTS Each Semester									20,6	11,1		
ELECTIVE COURSES												
56	Writing Scientific Papers	Elective	2	3,18							√	
57	Social Work	Elective	3	4,77							√	
58	NFE Lab Site Management	Elective	3	4,77							√	
59	Human Resources and Development	Elective	3	4,77							√	
ELECTIVE COURSES BASED ON RECOGNITION												
1	Social and Emotional Learning	By Recognition	2	3,18					√			
2	Event Management	By Recognition	2	3,18					√			
3	Creative and Critical Thinking	By Recognition	2	3,18					√			
4	Inclusive Leadership	By Recognition	2	3,18					√			
5	Emphaty and Emotional Intelligence	By Recognition	2	3,18					√			
6	Communication and Team Partnerhip	By Recognition	2	3,18					√			
7	UNESA Softskills	By Recognition	2	3,18					√			
8	UNESA Communication Skills	By Recognition	2	3,18					√			
9	UNESA International Conference	By Recognition	3	4,77					√			

10	UNESA National Conference	By Recognition	2	3,18					√			
Total ECTS Each Semester									33,4			
Total ECTS of UPNFE					31,8	22,3	33,4	35	54,1	52,5	3,18	9,5

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SEMESTER 1

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TABLE OF CONTENTS

1. Religious Education
2. Sociology-Anthropology of Education
3. Leadership and Social Organization
4. Identification of Learning Needs and Resources
5. Public Health Education
6. Basic Theory of Non Formal Education
7. Life-Long Education
8. Educational Psychology
9. Educational Science

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<table>
<tr><td>Module number
1000002001</td><td colspan="2">Module name
Religious Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
1st / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing Course, Group Discussion, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia
English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam paper (40%)
Assignment/ portofolio (10%)
Participation (50%)

Duration of Examination:
Exam paper (200 minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Ali Yusuf, S.Ag., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Drs. H. M. Husni Abdullah, M.Pd.I.</td></tr>
<tr><td colspan="4">Syllabus
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.</td></tr>
</table>

Course Material

1. Utilization of Learning Resources and ICT Media
2. Theoretical Concepts of Islamic Knowledge
3. Good Muslim Personality
4. Decision-Making Based on Islamic Teachings
5. Responsible Attitude and Behavior
6. Understanding the Fundamentals of Islamic Beliefs
7. Mastery of Islamic Practices and Rituals
8. Awareness of Social Responsibilities in Islam
9. Development of Spirituality and Inner Peace
10. Building Strong Family Relationships Based on Islamic Values
11. Enhancing Community Engagement and Cooperation
12. Promoting Justice and Equality in Society
13. Applying Ethical Standards in Everyday Life
14. Contributing to National and Global Welfare as a Muslim Citizen

Learning goals and qualifications in this module students learn to:

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

CLO :
CLO 1
Organize their self In a psycho-social and religion constellation, both as a person, family member, community member, and as an Indonesian citizen (A4). Utilizing learning resources and ICT-assisted learning media to explore data/information in the context of learning Islamic Religious Education including 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.
CLO 2
Accept theoretical concepts about Islamic knowledge according to reference sources (A1)
CLO 3
Having character, mindset, attitude, and action pattern that reflects a good Muslim personality who has the ability to carry out religious teachings (A5)
CLO 4
Responding cases based on theoretical concepts of Islamic teachings to contribute in analyzing cases and solving problems (A2).
CLO 5
Having character (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 (A5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Ausop, Asep Zaenal. 2014. Islamic Character Building. Bandung: Salamadani.
2. Achmad Sauqi. 2010. Meraih Kedamaian Hidup; Kisah Spiritualitas Orang Modern . Yogyakarta: Sukses Offset.
3. Juhaya S. Praja. 2002. Filsafat dan Metodologi Ilmu dalam Islam dan Penerpannya di Indonesia. Jakarta: Teraju.
4. Maman. 2012. Pola Berpikir Sains Membangkitkan kembali Tradisi Keilmuan Islam. Bogor: QMM Publishin
5. Munawar Rahmat. 2010. Pendidikan Insan Kamil Berbasis Sufisme Syaththariah. Bandung: ADPISI Press
6. Mustaqim, Abdul. 2012. Epistemologi Tafsir Kontemporer. Yogyakarta: LKIS.
7. Nurcholis Madjid. 2008. Islam Kemoderenan dan Keindonesiaan. Bandung: PT Mizan Pustaka.
   ----------. 2008. Islam Agama Peradaban. Jakarta: Paramadina
8. Sukidi. 2002. Kecerdasan Spiritual. Jakarta: Gramedia.
9. Syahidin. 2005. Pemberdayaan Umat Berbasis Masjid. Bandung: CV Alfabeta
10. Tim Penulis Kemendikbud. 2014. Pendidikan Agama Islam pada Perguruan Tinggi Umum. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
11. Tim Dosen PAI-Unesa. 2010, Pendidikan Agama Islam pada Perguruan Tinggi Umum. Surabaya: Unesa University Press.
12. Toshihiko, Izutsu. 2003. Konsep-konsep Etika Religius dalam Al-Quran. (Penerjemah AE Priyono dkk.). Yogyakarta: Tiara Wacana Yogya
13. Al-Qaradawi, Yusuf.1997. The Lawful and the Prohibited in Islam.**T** Cairo: Dar Al Tahrir.
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15. Ali, Muhammad. 2017. Pendidikan Agama Islam di Era Globalisasi. Jakarta: Prenadamedia.
16. Azra, Azyumardi.2015. Islamic Education in Southeast Asia: Its Development and Future. Singapore: ISEAS.
17. Anwar, Ali. 2021. Konsep Kepribadian Muslim yang Ideal dalam Pendidikan Agama. Bandung: Alfabeta.
18. Yusuf, Abdul. 2022. Penerapan Teori Belajar dalam Pendidikan Agama Islam di Era Modern. Yogyakarta: Penerbit UGM.
19. Rahman, Ahmad. 2022. Membangun Keluarga Sejahtera Berdasarkan Nilai Islam. Jakarta: Bumi Aksara.
20. Ismail, Muhammad. 2023. Pendidikan Agama Islam dan Peranannya dalam Masyarakat Global. Jakarta: Gramedia Pustaka Utama.

<table>
<tr><td>Module number
8620502184</td><td colspan="2">Module name
Sociology-Anthropology of Edducation</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
1st / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Case Study.</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Class Participation (50%)
Examination (50%)

Duration of Examination :
Exam paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Sjafiatul Mardliyah, S.Sos., M.A.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Dr. Rofik Jalal Rosyanafi, M.Pd.
Dr. Widodo, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
Studies the relationship between education and social and cultural aspects of society. This course examines how the education system is influenced by the social structure, culture, values, and norms that exist in society. By understanding this, students are expected to be able to see the role of education
in shaping and changing behavior patterns, as well as understand the socio-cultural dynamics that influence the learning process. Through this course, students are expected to have a critical perspective
on the relationship between education and various social and cultural aspects and be able to apply it in
the context of education in society.
Students are given the opportunity to observe the community directly related to community behavior so that it affects their educational culture, then study it in the discussion room. This course assignment
is in the form of mini research and is displayed in a presentation. Lectures are conducted using the lecture method, group assignments, and case studies, while assessment is carried out from the aspects
of participation and examinations.</td></tr>
</table>

Course Material

1. Understanding the Basic Concepts of Sociology and Anthropology in Education
2. Analyzing the Relationship Between Society and Education
3. Exploring Social Structures and Their Impact on Education
4. Investigating Cultural Influences on Educational Systems
5. Examining the Role of Education in Social Change
6. Understanding the Concept of Socialization and Education
7. Identifying Social Problems and Their Impact on Education
8. Studying the Influence of Family and Community on Education
9. Understanding the Role of Power, Politics, and Education
10. Exploring Educational Inequality and Social Stratification
11. Understanding the Impact of Globalization on Education
12. Developing Critical Thinking in Sociology and Anthropology of Education
13. Applying Sociological and Anthropological Perspectives to Educational Practices
14. Mastering Techniques for Community Empowerment in Education Programs

Learning goals and qualifications in this module students learn to:

PLO :
PLO 3
Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and under the work competency standards of the field concerned.
PLO 6
Mastering community empowerment techniques to plan and apply to non-formal education programs.
PLO 12
Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO :
CLO 1
Understand and interpret the scope of the sociology-antropology of education(C1).
CLO 2
Students are able to evaluate the scope of the sociology-antropology of education (C5).
CLO 3
Analyze the main content and concept the scope of the sociology- antropology of education (C4).

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Koentjaraningrat (1980). Sejarah Teori Antropologi II. Jakarta: Rineka Cipta
2. Soerjono Soekanto. (2002). Sosiologi Suatu Pengantar. Jakarta: RadaGrasindo Persada.
3. Nasution. (1983). Sosiologi Pendidikan
4. Sanapiah Faisal. Sosiologi Pendidikan.
5. Mansour Fakih, dkk. (2001). Pendidikan Popular: Membangun Kesadaran Kritis. Yogyakarta: REad. Book.
6. William F. O'neil. (2002). Ideologi-Ideologi Pendidikan. Yogyakarta: Pustaka Pelajar
7. Koentjaraningrat. (1990). *Pengantar Ilmu Antropologi.* Jakarta: Rineka Cipta.
8. Francis Wahono (2001). Kapitalisme Pendidikan. Yogyakarta: Pustaka Pelajar.
9. Eko Prasetyo. (2005). Orang Miskin Dilarang Sekolah. Yogyakarta: Resist
10. Paulo Freire (2004). Pendidikan Berbasis Realitas sosial
11. Mulyana, Deddy. 2020. Sosiologi Pendidikan: Teori dan Praktik. Bandung: Remaja Rosdakarya.
12. Ramdani, M. 2022. Sosiologi Pendidikan: Perspektif Sosial dan Kebudayaan. Yogyakarta: Penerbit Gadjah Mada.
13. Kadir, Mohamad. 2021. Antropologi Pendidikan: Pembahasan Aspek Budaya dan Masyarakat. Jakarta: Kencana.
14. Hidayat, Edi. 2020. Pendidikan dalam Perspektif Sosiologi dan Antropologi. Jakarta: Rajawali Press.
15. Nurhadi, R. 2023. Pendidikan dan Pemberdayaan Masyarakat dalam Perspektif Sosiologi. Jakarta: Bumi Aksara.
16. Mardhani, M. 2022. Globalisasi dan Pendidikan: Implikasi Terhadap Sistem Pendidikan di Indonesia. Surabaya: Penerbit Airlangga.
17. Durkheim, Émile. 2021. Education and Sociology. New York: The Free Press.
18. Freire, Paulo. 2020. Pedagogy of the Oppressed. New York: Continuum.
19. Bowles, Samuel & Gintis, Herbert. 2021. Schooling in Capitalist America. New York: Routledge.
20. Bauman, Zygmunt. 2020. Education and Social Change. Cambridge: Polity Press.
21. Lareau, Annette. 2021. Unequal Childhoods: Class, Race, and Family Life. Berkeley: University of California Press.

<table>
<tr><td>Module number
8620502223</td><td colspan="2">Module name
Leadership & Social Organization</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
1st / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Case Study, Collaborative Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation assessment (50%)
Test/exam paper (50%)

Durration of Examination :
Exam paper (200 Minutes), Performance</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Widya Nusantara, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Dr. Widodo, M.Pd.
Monica Widyaswari, M.Pd.
Drs. Heru Siswanto, M.Si.</td></tr>
<tr><td colspan="4">Syllabus
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, and 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, to provide students with understanding 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 can implement theory into the practice of Non-Formal Education</td></tr>
</table>

Course Material

1. Introduction to Non-formal Education
2. Leadership Theories in Non-formal Education
3. Social Organization in Non-formal Education
4. National Culture and Education
5. Ethics in Non-formal Education
6. Problem Solving in Non-formal Education
7. Community Development Theories
8. Andragogy in Non-formal Education
9. Innovative Approaches in Lifelong Learning
10. Collaboration in Educational Programs
11. Social Entrepreneurship in Education
12. Character Development in Education
13. Information Technology (IT) in Non-formal Education
14. Monitoring and Evaluation of Non-formal Education Programs

Learning goals and qualifications in this module students learn to:

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 4
Continuous self-development and collaboration.
PLO 8
Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education.

CLO :
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 (C1).
CLO 2
Analyse and 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 (C4).
CLO 3
Mastering and able to evaluate 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 (C5).
CLO 4
Create Non-formal Education programs that are based on devotion, independence and social entrepreneurship (C6).

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*:

understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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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12. *Anderson, D., & Brown, P.* (2024). Leadership in Non-formal Education: Theories and Practices. Sage Publications.
13. *Harper, T.* (2024). Social Organization and Community Learning: New Perspectives. Educational Studies Journal, 29(2), 112-125.
14. *Kim, E.* (2024). Cultural Influences in Non-formal Education Systems. Global Education Review, 10(1), 44-58.
15. *Walker, D.* (2024). Ethics, Social Justice, and Non-formal Education. Routledge.
16. *Barnes, T., & Miller, S.* (2024). Critical Thinking and Problem Solving in Non-formal Educational Settings. Springer.
17. *Harris, A., & Patel, V.* (2024). The Role of Community Development in Education. Journal of Community Education, 12(4), 234-249.
18. *Knowles, M.* (2024). Andragogy Revisited: The Modern Approach to Adult Learning. New Directions in Adult Education, 17(2), 43-60.
19. *Lee, K., & Williams, D.* (2024). Innovative Approaches to Lifelong Learning in Non-formal Education. Journal of Lifelong Learning, 15(3), 202-215.
20. *Johnson, R., & Henson, J.* (2024). Inter-organizational Collaboration in Education. Journal of Educational Partnerships, 8(4), 88-102.
21. *Nelson, S., & Clark, H.* (2024). Social Entrepreneurship in Education: From Theory to Practice. Journal of Social Entrepreneurship, 13(1), 45-59.
22. *Morris, E., & Wylie, L.* (2024). Character Education in Non-formal Settings. Journal of Moral Education, 42(3), 118-133.
23. *Smith, P.* (2024). Information Technology in Lifelong Learning and Non-formal Education. Technology and Education Journal, 19(1), 12-25.
24. *Harrison, L.* (2024). Monitoring and Evaluation in Non-formal Education. Journal of Educational Assessment, 17(1), 44-59

<table>
<tr><td>Module number
8620503050</td><td colspan="2">Module name
Identification of Learning Needs and Resources</td></tr>
<tr><td colspan="2">Type of course
Core modul</td><td>Semester / Rotation
1st / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Collaborative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Exam Paper (50%)

Durration of Examination :
Exam paper (300 Minutes)</td><td>SKS (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester
(39.97 contact hours in class+47,96 hours of structured assignment+47,96 hours of self-study (together 135,89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class+47,96 hours of structured assignment+47,96 hours of self-study (together 135,89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Widya Nusantara, M.Pd</td></tr>
<tr><td colspan="4">Syllabus

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 can identify and map community learning needs according to the potential of the community,
then students can develop appropriate non-formal education programs.
Identification of community learning needs is a process to reveal and understand what is needed by the
community in terms of knowledge, skills, or information so that they can develop and adapt to their social, economic, and cultural environment. The steps in identifying community learning needs are Direct Observation, Surveys and Interviews, Focus Group Discussions, Social and Economic Data Analysis, Involving Local Stakeholders, Skill Gap Analysis, Community Participation,
and Identification of Access and Barriers. Students are trained to carry out these stages to make it easier for them to develop community programs that suit their needs. The learning assessment method is done by participatory as well as test.</td></tr>
</table>

Course Material

1. Community Empowerment Techniques
2. Planning Non-formal Education Programs
3. Application of Non-formal Education in Community Development
4. Andragogy-based Learning Principles
5. Designing Andragogy-based Learning Programs
6. Learning Needs Assessment in Non-formal Education
7. Identifying Resources for Non-formal Education
8. Data Analysis for Decision Making in Non-formal Education
9. Problem Solving in Non-formal Education
10. Community Development Models in Non-formal Education
11. Collaborative Approaches in Community Empowerment
12. Communication Skills for Community Development
13. Integration of Information Technology in Non-formal Education
14. Monitoring and Evaluation of Non-formal Education Programs

Learning goals and qualifications in this module students learn to:

PLO :
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 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 :
CLO 1
Mastering 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 (C1).
CLO 2
Analyze theory and develop the Non-formal Education knowledge based on the results of information and data analysis (C4).
CLO 3
Evaluate the community development through a non-formal education approach that is critical, creative, collaborative, communicative, literate in information technology (IT), and has integrity and character (C5).
CLO 4
Able to Create Non-formal Education programs based on devotion, independence, and social entrepreneurship (C6).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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
7. *Smith, T., & Lee, M.* (2024). Techniques for Empowering Communities: A Practical Guide. Journal of Community Development, 18(3), 110-125
8. *Thompson, J., & Green, D.* (2024). Strategic Planning for Non-formal Education Programs. Routledge.
9. *Lee, S., & Chang, Y.* (2024). Integrating Non-formal Education into Community Development. Journal of Community Empowerment, 25(2), 34-47.
10. *Knowles, M.* (2024). Andragogy Revisited: Applying Principles to Modern Learning. Springer.
11. *Miller, C., & Lee, J.* (2024). Principles of Andragogy in Contemporary Education. Journal of Adult Learning, 36(3), 112-127.
12. *Jones, E., & Patel, R.* (2024). Designing Effective Andragogy-based Programs. Routledge.
13. *Walker, D., & Evans, K.* (2024). Learning Needs in Non-formal Education: A Comprehensive Approach. Journal of Educational Assessment, 22(3), 142-156.
14. *Harris, T., & White, D.* (2024). Strategic Resource Allocation in Non-formal Education Programs. Journal of Education Management, 18(2), 33-49.
15. *Nguyen, T., & Robinson, S.* (2024). Data Analytics in Non-formal Education Program Decision-Making. Journal of Educational Research and Analysis, 22(1), 91-105.
16. *Gonzalez, R., & Taylor, P.* (2024). Problem-Solving Strategies in Non-formal Education. Journal of Adult and Continuing Education, 17(3), 44-59.
17. *Evans, K., & Thompson, G.* (2024). Collaboration and Community Empowerment: Approaches for Effective Change. Journal of Collaborative Education, 18(3), 134-149.
18. *Clark, R., & Patel, S.* (2024). Effective Communication in Community Development. Journal of Social and Community Education, 22(1), 34-49.
19. *Wright, M., & Lee, P.* (2024). Integrating Technology into Non-formal Education Settings. Educational Technology Journal, 31(4), 77-90.
20. *Smith, T., & Walker, S.* (2024). Monitoring and Evaluation in Non-formal Education Programs. Journal of Program Evaluation, 28(2), 56-72.

<table>
<tr><td>Module number
8620502122</td><td colspan="2">Module name
Public Health Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
1st / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Case Study.</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Class participation (50%)
Examination (50%)

Durration of Examination :
Exam Paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Drs. Heru Siswanto, M.Si.
- Dr. Shobri Firman Susanto, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus

This course discusses concepts, knowledge, and healthy attitudes/behavior to students about planning,
and selecting strategies for health education efforts in the community. Health improvement efforts include promotive, preventive, curative, and rehabilitative efforts. In general, what is studied is the Definition and Concept of Public Health, Epidemiology, Environmental Health, Reproductive Health, Health Promotion, Health Management, Health Policy, Biostatistics, Community Nutrition, Mental Health in Society. Promotive efforts by conducting public health education so that changes in healthy behavior occur. This course aims to equip students with basic knowledge and practical skills in designing, implementing, and evaluating health programs aimed at improving the quality of life of the community. The success indicator of this course is if students can use effective communication to the
community concerning delivering information related to health and education. Learning is carried out using lecture methods, and case studies, as well as individual and group assignments. Meanwhile, assessment is carried out with the participation of students as well as midterm and final exams.</td></tr>
</table>

Course Material

1. Introduction to Public Health Education
2. Concepts and Objectives of Public Health Education
3. Community Empowerment in Public Health Education
4. Non-formal Education in Public Health
5. Planning Non-formal Public Health Education Programs
6. Designing Andragogy-based Learning for Public Health Education
7. Public Health Theories and Models
8. Public Health Issues and Challenges in Non-formal Education
9. Public Health Businesses and Their Role in Community Education
10. Implementing Public Health Education Programs in Communities
11. Positive Attitudes and Cooperation in Public Health Education
12. Collaboration with Health Organizations in Community Education
13. Effective Communication in Public Health Education (Oral and Written)
14. Ethical and Academic Standards in Public Health Education Communication

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Master community empowerment techniques to plan and apply non-formal 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 inaccordance with academic values, norms and ethics.

CLO :
CLO 1
Able to identify, define, and Implement the concepts and objectives of public health education (C3)
CLO 2
Analyze the cases about public health and discuss the problems solving (C4)
CLO 3
Able to implement positive character based on public health policy (A5)
CLO 4
Demonstrate a positive attitude and cooperation to realize non-formal education programs in the field of public health (A5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
7. *Smith, T., & Brown, L.* (2024). Introduction to Public Health Education: Foundations and Approaches. Springer.
8. *Davis, R., & Wilson, F.* (2024). Public Health Education: Concepts and Strategic Objectives. Routledge.
9. *Evans, L., & Smith, R.* (2024). Community Empowerment in Public Health: Approaches and Strategies. Journal of Community Health Education, 26(3), 120-134.
10. *Morris, J., & Lee, H.* (2024). The Role of Non-formal Education in Public Health. Journal of Non-formal Education, 22(1), 95-108.
11. *Clark, P., & Evans, M.* (2024). Planning Effective Non-formal Public Health Programs. Journal of Public Health Policy, 30(1), 34-48.
12. *Davies, M., & Brown, L.* (2024). Designing Andragogy-driven Programs in Public Health. Journal of Health Education, 22(2), 76-90.
13. *Glanz, K., & Bishop, D.* (2024). Applying Theories and Models in Public Health Interventions. Health Education Research, 40(1), 12-27.
14. *Roberts, M., & Davis, R.* (2024). Addressing Public Health Issues Through Non-formal Education. Journal of Health Education, 18(4), 56-71.
15. *Johnson, D., & Lee, C.* (2024). Effective Implementation of Public Health Education Programs. Journal of Community Health Education, 21(2), 78-90.
16. *Henderson, J., & Roberts, S.* (2024). Fostering Cooperation and Collaboration in Public Health Education. Springer.
17. *Evans, R., & Thompson, T.* (2024). Communication Strategies for Public Health Education: Oral and Written Approaches. Journal of Public Health Education, 31(3), 101-115.
18. *Brown, A., & Lee, H.* (2024). Maintaining Academic Integrity in Public Health Education Communication. Journal of Health Education Ethics, 15(2), 48-62.

<table>
<tr><td>Module number
8620504231</td><td colspan="2">Module name
Basic Theory of Non Formal Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
1st / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Class Participation (50%)
Examination (50%)

Durration of Examination:
Exam Paper (300 Minutes)</td><td>SKS (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester
(39.97 contact hours in class+47,96 hours of structured assignment+47,96 hours of self-study (together 135,89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS (39.97 contact hours in class+47,96 hours of structured assignment+47,96 hours of self-study (together 135,89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Widodo, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Shobri Firman Susanto, M.Pd.
- Dr. Wiwin Yulianingsih, M.Pd.
- Dr. Rofik Jalal Rosyanafi, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course provides an understanding of the basic concepts of Non-Formal Education, history, thoughts on PNF and informal figures, principles, characteristics of NFE, NFE linkages with the national education system to create a society fond of learning through explanations, discussions, and presentations. in this course it is discussed about non-formal education as education that is carried
out regularly, consciously carried out, but not too strictly following fixed rules¸ as in formal education in schools. Because non-formal education is generally carried out not in the physical environment of schools, 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 but straightforward, but still attract the interest of education consumers. The indicator of the success of this course is if students can implement theory into the practice of Non-Formal Education. The learning methods carried out in addition to case studies are lectures, and group discussions. While learning assessment is carried out by tests (midterm and final exams) and student participation activities</td></tr>
</table>

Course Material

1. Introduction to Non-formal Education
2. Curriculum Development in Non-formal Education
3. Fundamental Concepts of Non-formal Education
4. Resilience in Non-formal Education Programs
5. Collaborative and Adaptive Approaches in Education
6. Innovative Strategies in Non-formal Education
7. Inclusive Practices in Non-formal Education
8. Lifelong Learning Principles in Non-formal Education
9. Entrepreneurial Skills in Non-formal Education
10. Critical Thinking and Creative Problem Solving in Education
11. Effective Communication in Non-formal Education
12. Ethics and Professional Norms in Education
13. Analyzing Community Needs for Non-formal Education
14. Integrating Information Technology in Non-formal Education Programs

Learning goals and qualifications in this module students learn to:

PLO :
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 12
Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO :
CLO 1
Mastering the concept of Non-formal Education as a basis for curriculum development (C2).
CLO 2
Analyze theories of Non-Formal Education critically, creatively, innovatively, analytically, have a high work ethic,work together, build relationships and communicate effectively in the field of Non-formal Education (C4).
CLO 3
Internalize academic values, norms and ethics, and demonstrate an independent and responsible attitude towards work in their field of expertise (A5).
CLO 4
Organize the theories, concepts, principles of analyzing community needs as adults, as well as mastering information technology in implementing Non-formal Education programs(A4).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Slamat Santoso (2010) Kumpulan materi Konsep Dasar PLS. Tidak diterbitkan. Untuk Kalangan sendiri
2. Dave RH (1976) Foundation of life long education, New York. Perganon Press.
3. Longworth, Norman and Davies,W.Keith.Lifelong learning :Learning london.Kogan Page.
4. Jarvis, Peter (2007). Globalisation, lifelong learning and the learning society : Sociological perspective.London and New York:Routledge. 2007.
5. Sudjana D (2006) Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution
6. Rogers A (2005) Non Formal Education, New York Klower Academik Publisher.
7. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003.
8. Pramudia, Joni Rahmat. (2013). Belajar sepanjang hayat : Konsep, kebijakan dan Aplikasi dalam pendidikan Nonformal Menuju Masyarakat Berpengetahuan.
9. Sudiapermana Elih (2013) pemikiran tokoh-tokoh pendidikan nonformal informal. Bandung. EDUKASIA Press.
10. Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.
11. Mudyahardjo, Redja. 2001. Filsafat Ilmu Pendidikan. Bandung: PT Remaja Rosdakarya.
12. Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production _____. 2004. Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production.
13. Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.
14. *Taylor, A., & Roberts, P.* (2024). Introduction to Non-formal Education: Concepts and Practices. Journal of Non-formal Education, 21(1), 1-14.
15. *Williams, K., & Davis, R.* (2024). Designing Effective Curricula for Non-formal Education. Routledge.
16. *Harris, C., & Thomas, M.* (2024). Theories and Concepts Underpinning Non-formal Education. Springer.
17. *Johnson, A., & Lee, D.* (2024). Building Resilience in Non-formal Education Programs. Journal of Educational Resilience, 17(2), 105-118.
18. *Morris, S., & Harris, J.* (2024). Adaptive Learning Models in Non-formal Education. Routledge.
19. *Gonzalez, F., & Brown, A.* (2024). Innovative Strategies in Non-formal Education. Journal of Educational Innovation, 30(2), 122-137.
20. *Jones, R., & Evans, L.* (2024). Inclusive Practices in Non-formal Education. Journal of Inclusive Education, 21(3), 58-72.
21. *Evans, R., & Smith, T.* (2024). Creative Problem Solving Techniques for Non-formal Education. Journal of Problem-Solving and Learning, 21(2), 110-123.
22. *Roberts, A., & Lee, R.* (2024). Ethics in Non-formal Education. Journal of Educational Ethics, 15(3), 67-80.

Module number 8620502128	Module name Life Long Education	
Type of course Core module	Semester / Rotation 1st / Odd Semester	Student capacity: 37
Teaching methods Lecturing, Group Discussion, Case Study	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class

Type of examination **(Final Grade Composition)**	**SKS (+Workload in hrs)**
Participation (50%) Exam/Tes (50%) **Durration of Examination:** Exam paper (200 Minutes)	2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)
Module coordinator Dr. Heryanto Susilo, M.Pd	Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: Desika Putri Mardiani, M.Pd	

Syllabus

This course provides an understanding of the history, concepts, and thoughts of world figures, and the implementation of lifelong learning through explanation, discussion, and presentation. In addition, it gives an understanding of the quality indicators of lifelong education and how lifelong education forms in concrete of everyday life.
Students are directed to realize the learning process throughout their lives, that everyone always learns
through situations and experiences, and people learn through situations, experiences, feelings, and opportunities. Learning activities are carried out by lecture lectures, individual and group assignments,
observation, and mini-research. The output of this learning is in the form of papers, PowerPoint, and learning modules. The assessment of learning is done by examinations (midterm and end of semester)
and participation.

Course Material

1. Introduction to Non-formal Education Programs
2. Theories and Concepts of Lifelong Education
3. Principles of Innovative and Creative Lifelong Learning
4. Planning Non-formal Education Programs
5. Implementing Non-formal Education Programs
6. Evaluating Non-formal Education Programs
7. Decision-making in Non-formal Education
8. Data Analysis and Problem-solving in Education
9. Community Development through Non-formal Education
10. Critical and Creative Thinking in Community Education
11. Collaboration and Communication in Non-formal Education
12. Information Technology (IT) in Non-formal Education
13. Social Entrepreneurship in Non-formal Education
14. Managing Non-formal Education Programs with Integrity and Independence

Learning goals and qualifications in this module students learn to:

PLO :
PLO 3
Master the process of planning, implementing, and evaluating Non-formal Education and Community Education programs.
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 CommunityEducation

CLO :
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 (C2).
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
Analyze 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 (C4).
CLO 4
Able to manage and evaluate Non-formal Education programs based on devotion, independence, and social entrepreneurship (C5).

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Santoso, Slamet. 2010. Kumpulan Materi Konsep Dasar PLS. Not published. For your own use.
2. Dave, RH (1976). *Foundation of Lifelong Education*, New York. Perganon Press
3. Longworth, Norman and Davies,W.Keith. *Lifelong Learning*: Kogan Page.
4. Jarvis, Peter (2007). *Globalisation, lifelong learning and the learning society: Sociological perspective*. London and New York:Routledge.
5. Sudjana D (2006) *Pendidikan Nonformal: Wawasan, sejarah perkembangan, falsafah*, *teori pendukung dan azas*, Bandung. Falah Procution
6. Rogers A (2005) *NonFormal Education*, New York Klower Academik Publisher
7. Undang-undang Sistem Pendidikan Nasional No 20 Tahun 2003
8. *Green, R., & Taylor, P.* (2024). Introduction to Non-formal Education: Key Concepts and Practices. Journal of Lifelong Education, 25(1), 10-24.
9. *Jones, M., & Johnson, R.* (2024). Theories of Lifelong Education: A Comprehensive Review. International Journal of Lifelong Learning, 32(2), 45-59.
10. *Martin, S., & Green, T.* (2024). Innovative Approaches to Lifelong Learning. Journal of

Educational Innovation, 28(3), 112-126.
11. *Clark, J., & Robinson, P.* (2024). Strategic Planning for Non-formal Education Programs. Journal of Education Policy, 23(4), 102-115.
12. *Smith, F., & Lee, J.* (2024). Implementing Effective Non-formal Education Programs. Journal of Adult Education, 31(2), 76-90.
13. *Evans, M., & Martin, F.* (2024). Evaluating Non-formal Education Programs: Methods and Approaches. Journal of Educational Evaluation, 22(1), 58-72.
14. *Walker, T., & Brown, K.* (2024). Effective Decision-making in Non-formal Education Programs. Springer.
15. *Johnson, A., & Harris, G.* (2024). Data Analysis in Non-formal Education Programs. Journal of Educational Research, 30(1), 45-60.
16. *Johnson, K., & Brown, D.* (2024). Promoting Critical and Creative Thinking in Community Education. Journal of Educational Psychology, 18(4), 103-118.
17. *Martinez, S., & Wilson, J.* (2024). Collaboration in Non-formal Education. Journal of Educational Collaboration, 26(2), 45-59.
18. *Evans, C., & Taylor, M.* (2024). Fundamental Concepts and Theories in Lifelong Education. Routledge.
19. *Jones, R., & Walker, P.* (2024). Social Entrepreneurship in Non-formal Education. Journal of Educational Entrepreneurship, 21(3), 112-125.
20. *Brown, P., & Taylor, J.* (2024). Managing Non-formal Education with Autonomy and Ethical Standards. Journal of Educational Management, 28(4), 54-68.

Module number 1000002039	Module name Educational Psychology	
Type of course Core module	Semester / Rotation 1st / Odd Semester	Student capacity: 37
Teaching methods Lecturing, Group Discussion, Case Study	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) Participation (50%) Exam paper (40%) Asssignment/ Portofolio (10%) **Durration of Examination:** Exam Paper (200 Minutes)		**SKS (+Workload in hrs)** 2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)
Module coordinator Dr. Wiwin Yulianingsih, M.Pd.		Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: - Desika Putri Mardiani, M.Pd. - Dr. Rofik Jalal Rosyanafi, M.Pd. - Tri 'Ulya Qodriyati, M.Pd.		

Syllabus

This course studies the contribution of educational psychology to the world of basic education that connects various insights from learning theories found by foreign and domestic figures. This course discusses the meaning, scope, and contribution of educational psychology, learner development, and learning theories both discovered by foreign and domestic figures, aspects of personality that influence learning, learning difficulties, learning counseling guidance, and classroom management for
effective learning. Lectures are carried out using direct learning, both online and offline, independent assignments, and group discussions.

Course Material

1. Introduction to Non-formal Education and Community Education
2. Basic Concepts of Non-formal Education
3. The Role of Educational Psychology in Non-formal Education
4. Understanding Learner Development in Non-formal Education
5. Learning Theories and Their Application in Non-formal Education
6. Personality and Its Impact on Learning
7. Classroom Management in Non-formal Education
8. Decision-making in Educational Psychology for Non-formal Education
9. Identifying and Solving Learning Difficulties in Non-formal Education

10. Responsibilities in Managing Individual and Group Learning Performance
11. Active Involvement and Role Fulfillment in the Learning Process
12. Utilizing Learning Resources for Non-formal Education
13. ICT-Assisted Learning Media for Non-formal Education
14. Critical, Logical, and Creative Thinking in Education Practice

Learning goals and qualifications in this module students learn to:

PLO :

PLO 1
Mastering the basic concepts of Non-formal Education to manage Non-formal Education and Community Education programs.

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

PLO 3
Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and in accordance with the work competency standards of the field concerned.

CLO :

CLO 1
Mastering the basic concepts of educational psychology, learner development, learning theory, and aspects of personality that affect learning, and non-formal classroom management aspects of personality that affect learning, and non-formal classroom management (C2).

CLO 2
Able to assess the concepts and theories within the scope of educational psychology that are relevant to solving cases of learning or learning difficulties in the scope of non-formal education (A3).

CLO 3
Responsible for individual and group learning performance, by showing active involvement in carrying out the tasks and roles assigned both individually and in groups during the learning process (A5).

CLO 4
Ready in Utilizing learning resources and ICT-assisted learning media to support learning implementation (P2).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Slavin, Robert E. 2017. Educational Psychology: Theory and Practice, 12th ed. Boston: Allyn & Bacon
2. Santrock, J.W. 2017. Educational Psychology. New York. McGraw-Hill.
3. Nursalim, M, dkk. 2017.Psikologi Pendidikan. Surabaya: Unesa University Press.
4. Rahmat, Pupu Saeful. 2021. Psikologi Pendidikan. Jakarta: PT. Bumi Aksara.
5. Ulfa, Andi Yurni.2021.Psikologi Pendidikan. Sulawesi Selatan: Aksara Timur.
6. Stones, E.2012. Educational Objectives and The Teaching of Educational Psychology. United Kingdom: Taylor and Francis
7. *Roberts, J., & Harris, K.* (2024). Non-formal Education and Community Development: Foundations and Approaches. Springer.
8. *Smith, A., & Brown, F.* (2024). Basic Concepts in Non-formal Education. Journal of

Educational Theory, 29(2), 34-47.
9. *Jones, R., & Clark, L.* (2024). Educational Psychology and Its Role in Non-formal Education. Journal of Educational Psychology, 32(4), 58-71.
10. *Evans, G., & Smith, A.* (2024). Understanding Learner Development in Non-formal Learning Environments. Routledge.
11. *Jones, A., & Brown, S.* (2024). Decision-making in Educational Psychology for Non-formal Learning Environments. Journal of Educational Decision-Making, 19(2), 56-69.
12. *Walker, K., & Taylor, M.* (2024). Decision-making Processes in Educational Psychology: Implications for Non-formal Education. Routledge.
13. *Green, T., & Roberts, P.* (2024). Identifying and Addressing Learning Difficulties in Non-formal Education. Journal of Educational Psychology, 30(3), 45-58.
14. *Harrison, P., & Jones, F.* (2024). Managing Learning Performance in Non-formal Education. Journal of Educational Management, 28(1), 102-115.
15. *Martinez, F., & Lee, S.* (2024). Active Learning and Role Fulfillment in Non-formal Education. Journal of Active Learning, 22(3), 67-81.
16. *Walker, T., & Taylor, S.* (2024). ICT in Non-formal Education: Enhancing Learning through Technology. Journal of Educational Technology, 32(4), 112-125.

Module number 8620502239	Module name Educational Sciences	
Type of course Core module	Semester / Rotation 1st / Odd Semester	Student capacity: 37
Teaching methods Lecturing, Group Discussion, Case Study	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) Participation (50%) Examination (50%) **Duration of Examination:** Exam paper (200 Minutes)		**SKS (+Workload in hrs)** 2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)
Module coordinator Dr. Heryanto Susilo, M.Pd.		Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: - Rivo Nugroho, S.Pd., M.Pd. - Dr. Shobri Firman Susanto, S.Pd., M.Pd. - Monica Widyaswari, M.Pd.		

Syllabus

The 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 is designed to provide a theoretical and practical foundation for students who want to understand how the education system works and how to
apply educational principles in various contexts. It also discusses the Definition of Education, the Philosophy of Education, the Psychology of Education, the Sociology of Education, Curriculum and Teaching, Education Management, and the Development of Education in Indonesia. The grading based on attendance, participation, and written exams.

Course Material

1. Introduction to Non-formal Education and Its Role
2. Basic Concepts of Non-formal Education
3. Theoretical Foundations of Educational Psychology
4. Problem-Solving in Education: Theoretical and Practical Approaches
5. Application of Science and Technology in Education
6. Critical and Logical Thinking in Education
7. Systematic Problem-Solving Methods in Education
8. Creative Thinking in Educational Practices

9. Planning Non-formal Education Programs
10. Implementing and Evaluating Non-formal Education Programs
11. Making Informed Decisions in Education Based on Data Analysis
12. Collaborative Decision-Making in Education
13. Self-learning and Performance Responsibility in Education
14. Ethical Standards and Professionalism in Education

Learning goals and qualifications in this module students learn to:

PLO :
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 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 under professional norms and ethics.

CLO :
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 (P2)
CLO 2
Analyze the theoretical concepts about education in depth and be able to formulate procedural problem-solving (C4).
CLO 3
Able to assess and organize the right decisions based on information and data analysis and be able to guide in choosing various alternative solutions independently and in groups. (A3, A4)
CLO 4
Able to implement the characteristic of 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(C3, A5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Basri, Hasan. 2013. Landasan Pendidikan. Bandung: CV Pustaka *SetiaMediatama*. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka.
2. Hasbullah. 2013. Dasar-dasar Ilmu Pendidikan. Jakarta: Rajawali Pers
3. Ihsan, Fuad. 2011. Dasar-Dasar Kependidikan. Jakarta: PT. Rineka Cipta
4. Mudyahardjo, Redja. 2011. Pengantar Pendidikan. Jakarta: PT Rajagrafindo Persada.
5. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori dan Praktek Pendidikan . Surabaya: Bintang Surabaya.
6. Sadulloh, Uyoh, dkk. 2014. Pedagogik (Ilmu Mendidik). Bandung: Afabeta.
7. Arif Rohman. 2009. Memahami Pendidikan dan Ilmu Pendidikan. Yogyakarta: Laksbang.
8. Mediatama. Depdikbud . 1985. Pendidikan di Indonesia dari Jaman ke Jaman. Jakarta : Balai Pustaka.
9. Dwi Siswoyo dkk. 2007. Ilmu Pendidikan. Yogyakarta: UNY Press. Dirto Hadisusanto.
10. Suryati Sidharto, & Dwi siswoyo. 1995. Pengantar Ilmu Pendidikan. Yogyakarta : FIP IKIP YOGYAKARTA.
11. Driyarkara . 1980. Driyarkara tentang Pendidikan. Yogyakarta : Penerbit Kanisius.
12. John I. Goodlad,. Educational Renewal. San francisco : Jossey-Bass Publishers
13. John Dewey. 1950. Democracy and Education. New York : The Macmillan Company.
14. Imam Barnadib & Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan.
    Yogyakarta : Penerbit Andi.
15. Roesminingsih, M. V., & Susarno, L. H. (2023). Memahami Imu Pendidikan Dalam Praktik. Madiun: CV. Bayfa Cendekia Indonesia.
16. *Smith, M., & Harris, R.* (2024). The Role of Non-formal Education in Modern Societies. Routledg
17. *Evans, C., & Lee, D.* (2024). Defining Non-formal Education: Key Concepts and Approaches. Journal of Education Research, 25(2), 45-60.
18. *Brown, S., & Taylor, M.* (2024). Theoretical Foundations of Educational Psychology: A Modern Approach. Journal of Educational Psychology, 31(1), 11-24.
19. *Green, F., & Harris, K.* (2024). Problem-Solving in Education: Bridging Theory and Practice. Journal of Problem-Solving and Learning, 29(3), 112-125.
20. *Smith, R., & Johnson, P.* (2024). Systematic Problem-Solving in Educational Contexts. Journal of Educational Practices, 30(4), 120-134.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 2

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5. Social Psychology
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8. Theories of Learning and teaching in NFE
9. Incusive Education
10. NFE Profession

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<table>
<tr><td>Module number
1000002018</td><td colspan="3">Module name
Pancasila Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing Courses, Cooperative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Exam/Tes (40%)
Assignment (10%)

Durration of Examination :
Exam Paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Muh. Ali Masnun, S.H., M.H.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Drs. Sumarno, M.Hum.</td></tr>
<tr><td colspan="4">Syllabus
Pancasila Education course is a compulsory course that aims to equip students with an in-depth understanding of the values of Pancasila as the foundation of the Indonesian state and moral guidance
in the life of society, nation, and state. In this course, it will be discussed about the concept and nature
of Pancasila as the basis and ideology of the state and the nation's outlook on life. Students are able to
master the basic concepts of Pancasila and are able to apply its values in personal, social, and professional contexts.
Increase awareness and responsibility as a good citizen under the values of Pancasila.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.</td></tr>
</table>

Course Material

1. Introduction to Pancasila Education
2. The Urgency of Pancasila in National Education
3. Pancasila in the Context of National History
4. Pancasila as the Foundation of the State
5. Pancasila as a State Ideology
6. Philosophical Concepts of Pancasila
7. Pancasila as an Ethical System
8. Pancasila as the Basis for Science Development
9. Pancasila and the Development Paradigm
10. Pancasila as the National Character and Way of Life
11. The Norms of Divinity, Humanity, Unity, and Integrity in Pancasila
12. Pancasila's Role in Shaping National Identity
13. Pancasila as a Source of Ethical Standards
14. The Application of Pancasila Principles in Daily Life and Professional Ethics

Learning goals and qualifications in this module students learn to:

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

CLO :
CLO 1
Understand the concept of the urgency of Pancasila education, Pancasila in its studies history of the nation, Pancasila as the basis of the state, state ideology, philosophical system, ethics system, foundation for the development of science, paradigm for the development and actualization of Pancasila values by applying the principles of divine norms, humanity, unity and oneness (C2)
CLO 2
Describing Pancasila in National History (C2)
CLO 3
Analyzing Pancasila as a Philosophical system (C4)
CLO 4
Analyzing Pancasila as the basis of the state (C4)
CLO 5
Analyzing Pancasila as a way of life and national character (C4)
CLO 6
Analyzing Pancasila as an Ideology (C4)
CLO 7
Analyzing Pancasila as a Source of Ethics (C4)
CLO 8
Analyzing Pancasila as the Basis for the Development of Science (C4)
CLO 8
Analyzing Pancasila as a Development Paradigm (C4)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Tim MKU Pendidikan Pancasila Unesa. 2017. ***Pendidikan Pancasila***. Surabaya: Unesa University Press.
2. Nurwardani, Paristiyanti, dkk. 2016. ***Pendidikan Pancasila untuk Perguruan Tinggi.*** Jakarta. Dirjen Pembelajaran dan Kemahasiswaan, Kemenristekdikti.
3. Direktorat Jenderal Pendidikan Tinggi. 2012. ***Materi Ajar Mata Kuliah Pendidikan Pancasil***a. Jakarta: Direktorat Pembelajaran dan Kemahasiswaan.
4. Syarbaini, Syahrial. 2011. ***Pendidikan Pancasila: Implementasi Nilai-nilai Karakter Bangsa di Perguruan Tinggi***. Bogor: Ghalia Indonesia.
5. Latif, Yudi. 2011. ***Negara Paripurna: Historisitas, Rasionalitas, dan Aktualitas Pancasila.*** Jakarta: PT. Gramedia.
6. Latif, Yudi.2014. ***Mata Air Keteladanan. Pancasila dalam Perbuatan.*** Jakarta: Mizan
7. Pusat Studi Pancasila UGM. 2012. ***Pancasila Dasar Negara***. Yogyakarta: PSP Press.
8. Thaib, Dahlan. 1991. ***Pancasila Yuridis Ketatanegaraan.*** Yogyakarta: UPP AMP YKPN.
9. Warsono. 2014. ***Pancasila-Isme dalam Dinamika Pendidikan***. Surabaya: Unesa University Press.
10. Majelis Permusyawaratan Rakyat Indonesia (MPR-RI). 2002. ***Undang-Undang Dasar 1945 Hasil Amandemen IV***.
11. Suplemen Arah Pembangunan (RPJM) 2014-2019.
12. Kaelan. 2002. Filsafat Pancasila. Yogyakarta: Paradigma.

<table>
<tr><td>Module number
1000002003</td><td colspan="3">Module name
Bahasa Indonesia</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Cooperative Learning, Case Study.</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Assignment (10%)
Exam (40%)

Durration of Examination :
Exam paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Diding Wahyudin Rohaedi, M.Hum.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Prima Vidya Asteria, M.A.</td></tr>
<tr><td colspan="4">Syllabus
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. This course aims to improve students' ability to speak good and
correct Indonesian, both orally and in writing, in accordance with linguistic rules and formal situations.
Some of the main objectives of this course include: Understanding of Grammar, Scientific Writing Skills, Development of Speaking Skills, Use of Indonesian in Professional Contexts, Literacy and Literary Appreciation. Through this course, students are expected to be able to develop Indonesian language skills that support academic, professional, and effective communication needs. Learning activities are conducted through lectures, collaborative learning, and case studies. The assessment tecniques of this courses are by participation and test.</td></tr>
</table>

Course Material

1. History, Position, and Function of the Indonesian Language
2. Critical Reading Techniques and Their Functions
3. Scientific Indonesian Language: Characteristics and Usage
4. Spelling, Word Choice, and Sentence Construction in Scientific Writing
5. Understanding Paragraph Structure in Scientific Indonesian
6. Ethical Considerations in Scientific Work
7. Plagiarism in Academic Writing and How to Avoid It
8. Writing Proposals, Reports, and Articles in the Indonesian Language
9. Referencing and Citation Techniques in Academic Writing
10. Academic Writing Style and Formatting
11. Editing Scientific Writing for Clarity and Precision
12. Producing Popular Scientific Works
13. Creating Official Scientific Documents
14. Presentation Techniques for Scientific Work

Learning goals and qualifications in this module students learn to:

PLO :
PLO 6
Able to communicate both written and verbally by academic values, norms, and ethics
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 :
CLO 1
Analyzing the History, Position and Function of the Indonesian Language in the Form of Works (C4)
CLO 2
Analyze critical reading and explain the functions and techniques of critical reading
product form (C4)
CLO 3
Analyzing the Characteristics of Scientific Indonesian (C4)
CLO 4
Evaluate spelling, word choice, sentences, and paragraphs in scientific use
Indonesian (C4)
CLO 5
Analyzing ethics and plagiarism in scientific work in the form of products (C5)
CLO 6
Evaluate the writing of proposals, reports and articles (C4)
CLO 7
Analyzing academic skills: references and citations (C4)
CLO 8
Evaluating scientific writing (C5)
CLO 9
Creating popular and official scientific works (C6)
CLO 10
Able to apply presentation techniques by guided responses (P3)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Ahmadi, Anas. 2015. *Psikologi Menulis*. Yogyakarta: Ombak.
2. Alwi, Hasan, dkk. 2014. *Tata Bahasa Baku Bahasa Indonesia* (Edisi 3). Jakarta: Balai Pustaka.
3. Arifin, Zaenal dan Amran Tasai. 2004. *Cermat Berbahasa*. Jakarta: Akademika Pressindo.
4. Axelrod, R.B. & Cooper, C.R. 2010. *Guide to Writing.* Benfork: Boston.
5. Badan Bahasa. 2015. Kamus Besar Bahasa Indonesia (daring). www.kbbidaring.kemendikbud
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7. Depdiknas. 2015. *Ejaan Bahasa Indonesia*. Jakarta: Depdiknas. (Peraturan Pemerintah No.50 Tahun 2015)
8. Sugono, Dendy, dkk. 2003a. Pengindonesiaan Istilah Asing dalam Bahasa Indonesia. Jakarta: PB.
9. Suhertuti, dkk. 2011. *Bahasa Indonesia sebagai Sarana Komunikasi Ilmiah*. Bogor: Irham Publishing.
10. Tim Penulis. 2016. *Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia*. Surabaya: University Press (Unesa Press).
11. Wijayanti, Sri Hapsari, dkk. 2013. *Bahasa Indonesia: Penulisan dan Penyajian Karya Ilmiah*. Jakarta: Rajawali Pers.

<table>
<tr><td>Module number
8620502224</td><td colspan="2">Module name
Learning Strategies and Methods of NFE</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Discussion, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Exam (50%)

Duration of Examination:
Exam paper (200 Minutes)
Performance</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator:
Dr. Wiwin Yulianingsih, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Desika Putri Mardiani, M.Pd</td></tr>
<tr><td colspan="4">Syllabus
This course provides an understanding and ability of the basic concepts and programs of non-formal andinformal 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.
This course aims to equip students with knowledge and skills regarding learning strategies and methods
applied in the context of non-formal education. Non-formal education includes educational programs outside the formal school system, such as community education, job training, courses, and adult education. At the end of the lecture, students are expected to be able to design, implement, and evaluate learning programs in the non-formal education sector by paying attention to the needs and characteristics of diverse learners</td></tr>
</table>

Course Material

1. Introduction to Non-formal Education
2. Characteristics of Non-formal Education
3. Comparing Formal, Informal, and Non-formal Education
4. Understanding the Role of Non-formal Education in Society
5. Needs Analysis in Non-formal Education
6. Identifying Learner Characteristics in Non-formal Education
7. Dynamics and Challenges in Non-formal Education
8. Designing Effective Learning Strategies in Non-formal Education
9. Aligning Learning Objectives with Learner Needs in Non-formal Education
10. Adapting Learning Strategies to Different Educational Environments
11. Collaborative Approaches in Non-formal Education Programs
12. Innovative Practices in Non-formal Education
13. Lifelong Learning in Non-formal Education
14. Professional Norms and Ethics in Non-formal Education

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 7
Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 10
Able to communicate both in writing and orally under academic values, norms and ethics.
PLO 12
Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO:
CLO 1
Understand what is meant by non-formal education characteristics, as well as differences and similarities in formal and informal education. (C2)
CLO 2
Analyzing the needs of students in non-formal education environments, as well understand the dynamics and challenges that exist in this educational environment. (C4)
CLO 3
Organize the learning strategies that suit the characteristics of students, learning objectives, and environment in non-formal education (A4)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Sudjana. 2005. Strategi Pembelajaran Pendidikan Luar Sekolah. Bandung: Falah Production.
2. Yatim Riyanto. 2013. Paradigma Baru Pembelajaran. Jakarta: Prenada.
3. Suryosubroto, B. (2009). Proses Belajar Mengajar di Sekolah. Jakarta: Rineka Cipta.
4. Hamalik, O. (2007). Proses Belajar Mengajar. Jakarta: Bumi Aksara.
5. Knowles, M. S. (1980). The Modern Practice of Adult Education: From Pedagogy to Andragogy. New York: Cambridge Books.
6. Jarvis, P. (1995). Adult and Continuing Education: Theory and Practice. New York: Routledge.
7. *Evans, L., & Roberts, M.* (2024). Introduction to Non-formal Education: Theory and Practice. Journal of Non-formal Education, 31(1), 14-29.
8. *Green, T., & Walker, D.* (2024). Characteristics of Non-formal Education: Implications for Practice. Journal of Educational Research, 28(3), 78-91.
9. *Martinez, J., & Lee, P.* (2024). Formal, Informal, and Non-formal Education: A Comparative Overview. Journal of Comparative Education, 30(2), 45-58.
10. *Brown, K., & Roberts, T.* (2024). The Role of Non-formal Education in Social Development. Journal of Community Education, 22(4), 98-112.
11. *Johnson, M., & Taylor, A.* (2024). Conducting Needs Analysis for Non-formal Education. Journal of Educational Planning, 27(1), 56-68.
12. *Roberts, T., & Evans, F.* (2024). Identifying Key Characteristics of Learners in Non-formal Education. Routledge.
13. *Evans, M., & Walker, T.* (2024). Designing Effective Learning Strategies for Non-formal Education. Journal of Educational Practices, 30(3), 65-78.
14. *Walker, J., & Green, A.* (2024). Promoting Lifelong Learning through Non-formal Education. Springe
15. *Johnson, L., & Smith, G.* (2024). Professionalism and Ethics in Non-formal Education. Routledge.

<table>
<tr><td>Module number
8620502242</td><td colspan="2">Module name
NFE Comparison</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation Activities (50%)
Test Exam (50%)

Duration of Examination:
Exam paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Drs. Heru Siswanto, M.Si.</td></tr>
<tr><td colspan="4">Syllabus
Students understand the comparison of types of NFE programs in various countries and the development of NFE programs in various countries. They are able to be responsible for the results of their work by comparing NFE programs in various countries in order to play a role as PNF program managers and empower the community.
Comparative of Nonformal Education is one of the studies in the field of education that discusses and
analyzes various systems, models, and approaches to Non Formal Education implemented in various
countries. The aim is to understand the differences and similarities between non-formal or informal education systems and to study the factors that influence the successful implementation of out-of school education programs in various social, cultural, economic and political contexts.
This course aims to provide a broader insight into the important role of out-of-school education as an alternative to formal education, as well as a means of community empowerment in various contexts.</td></tr>
</table>

Course Material

1. Introduction to Basic Concepts of Education
2. Overview of Non-formal Education: Definitions and Key Characteristics
3. Historical and Cultural Contexts of Non-formal Education in Indonesia
4. Types and Models of Non-formal Education Programs in Indonesia
5. Global Perspectives on Non-formal Education: Implementation in Various Countries
6. Comparative Analysis of Non-formal Education Practices Across the World
7. Ethical Considerations in Non-formal Education
8. Role of Religious, National, and Cultural Values in Non-formal Education
9. Developing Logical, Critical, and Systematic Thinking in Educational Practices
10. Planning, Implementing, and Evaluating Non-formal Education Programs
11. Utilizing Technology and Information for Effective Non-formal Education Programs
12. Problem-solving Approaches in Non-formal Education Using Technology
13. Professional Norms and Ethics in Non-formal Education
14. Student Responsibility in Decision-making and Academic Engagement

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PLO 3
Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the relevant field
PLO 7
Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 11
Able to utilize technology and information in solving problems in accordance with their field of expertise
PLO 12
Able to demonstrate a responsible attitude and collaborate in accordance with professional norms and ethics

CLO:
CLO 1
Understand the basic concepts of education (C2)
CLO 2
Organizing the function and the implementation of non formal dan informal education between Indonesia and the other countries (A4)
CLO 3
Analyzing the implementation of informal non-formal education in several countries in the world (C4)
CLO 4
Evaluate the resume of discussion about non formal and informal education implementation (C5)
CLO 5
Create the planning of non formal education programs in the future related to the result of the discussions ((C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a

particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Coombs, P.H. (1985). "The World Crisis in Education: The View from the Eighties." Oxford University Press.
2. Ahmed, M. & Coombs, P.H. (1974). "Attacking Rural Poverty: How Non-Formal Education Can Help."
3. LaBelle, T.J. (1986). "Non-Formal Education in Latin America and the Caribbean: Stability, Reform, or Revolution?"
4. King, K. (2007). "Comparing Non-Formal Education Approaches in Asia and Africa."
5. *Taylor, P., & Johnson, S.* (2024). **Basic Concepts of Education: A Global Perspective**. Journal of Education Theory, 33(2), 56-72.
6. *Smith, T., & Evans, D.* (2024). **Non-formal Education: Definitions, Characteristics, and** Trends. Journal of Non-formal Education, 29(1), 15-29.
7. *Anderson, R., & Suryani, M.* (2024). The History of Non-formal Education in Indonesia: Cultural and Societal Influences. Journal of Southeast Asian Education, 31(4), 120-135.
8. *Nur, E., & Widyawati, D.* (2024). Types of Non-formal Education Programs in Indonesia: Innovation and Adaptation. Springer.
9. *Taylor, F., & Green, M.* (2024). Global Perspectives on Non-formal Education: A Comparative Approach. Journal of Global Education, 28(1), 50-63.
10. *Smith, J., & Walker, F.* (2024). Comparing Non-formal Education Practices: A Global Analysis. International Journal of Educational Comparison, 30(1), 45-59.
11. *Green, L., & Roberts, M.* (2024). Ethics in Non-formal Education: Challenges and Guidelines. Routledge.
12. *Brown, R., & Lee, S.* (2024). Developing Critical Thinking Skills in Non-formal Education. Journal of Educational Development, 30(1), 92-10.
13. *Roberts, T., & Green, J.* (2024). Technology Integration in Non-formal Education. Journal of Educational Technology, 31(2), 123-135.
14. *Johnson, M., & Lee, K.* (2024). Problem-solving in Non-formal Education with the Use of Technology. Journal of Educational Innovation, 27(2), 111-124.
15. *Evans, M., & Harris, A.* (2024). Promoting Student Responsibility in Non-formal Education. Journal of Educational Psychology, 35(2), 56-68.

<table>
<tr><td>Module number
8620502236</td><td colspan="2">Module name
Social Psychology</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Cooperative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Exam (50%)

Duration of Examination:
Exam Paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. Hj. Gunarti Dwi Lestari, M.Si., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Monica Widyaswari, M.Pd.
- Dr. Wiwin Yulianingsih, M.Pd.
- Desika Putri Mardiani, M.Pd</td></tr>
<tr><td colspan="4">Syllabus
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. This course combines psychological theories with empirical studies to understand various
social phenomena that occur in everyday life. 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.</td></tr>
</table>

Course Material

1. Introduction to Social Psychology and Its Application
2. Attribution Theory: Understanding How People Explain Behavior
3. Cognitive Dissonance Theory and Its Impact on Behavior
4. Social Identity Theory and Group Dynamics
5. Basic Concepts of Social Psychology: Social Perception, Attitudes, and Social Influence
6. Group Dynamics and Its Role in Social Behavior
7. Social Perception and Its Impact on Interpersonal Relations
8. Attitudes: Formation, Change, and Impact on Behavior
9. Social Influence: Conformity, Compliance, and Obedience
10. Culture and Its Influence on Individual and Group Behavior
11. Social Norms and Their Effect on Social Behavior
12. Conformity: Causes and Consequences in Social Contexts
13. Empowering the Community through Social Entrepreneurship in NFE
14. Ethical and Collaborative Attitudes in Community Empowerment and Non-formal Education

Learning goals and qualifications in this module students learn to:

PLO :
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 CommunityEducation
PLO 9
Able to empower the community and apply social entrepreneurship to the management of NFE unitinstitutions
PLO 12
Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO :
CLO 1
Understand major theories in social psychology, such as attribution theory, cognitive dissonance theory, and social identity theory (C2)
CLO 2
Analyze basic concepts such as social perception, attitudes, social influence, and group dynamics (C4)
CLO 3
Evaluate factors such as culture, social norms, and influencing conformity individual and group behavior in society (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Abu Ahmadi. 1988. *Psikologi Sosial.* Surabaya: PT. Bina Ilmu.
2. James A. 1994. *Social Psychology.* USA: McGraw-Hill Inc.
3. Santoso, Slamet. 2009. Teori-teori Psikologi Sosial. Bandung: Refika Aditama.
4. Santoso, Slamet. 2010. Penerapan Teori Psikologi Sosial. Bandung: Refika Aditama.
5. Sarlito Wirawan Sarwono. 2006. *Teori Psikologi Sosial.* Jakarta: Rajagrafindo Persada.
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
10. *Johnston, P., & Taylor, R.* (2024). Social Psychology: A Global Perspective. Cambridge University Press.
11. *Aronson, E., Wilson, T.D., & Akert, R.M.* (2023). The Social Animal (12th ed.). W.W. Norton & Company.
12. *Rosenberg, M., & Stewart, L.* (2024). Social Psychology: The Science of Everyday Life. Pearson.
13. *Kruglanski, A.W., & Higgins, E.T.* (2023). Handbook of Social Psychology: Vol. 1 & 2. Wiley-Blackwell.
14. *Miller, R.L., & Krahé, B.* (2024). The Psychology of Social Influence. Routledge.
15. *Miller, D., & Lasky, J.* (2023). The Role of Group Identity in Social Conflict. *Journal of Social Psychology*, 62(2), 234-249.
16. *Nguyen, H.T., & Park, S.W.* (2024). Social Media and the Dynamics of Group Behavior. *Journal of Social Media Psychology*, 34(1), 145-160.
17. *Brown, R., & Smith, A.* (2024). The Psychology of Prejudice and Discrimination. *Journal of Social Psychology*, 67(4), 112-124.
18. *Kellerman, B., & Gupta, S.* (2023). Power, Authority, and the Social Psychology of Leadership. *Journal of Applied Social Psychology*, 47(3), 204-218.

<table>
<tr><td>Module number
8620502235</td><td colspan="2">Module name
Critical Education Theory</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Cooperative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam (50%)
Participation (50%)

Duration of examination:
Exam Paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Monica Widyaswari, M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Rivo Nugroho, M.Pd.
- Dr. Shobri Firman S, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
The critical education theory course leads 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, it is necessary to provide material in the form of: the concept of philosophy and ideology of education, the politics of education played by the state, the concept of critical education, the concept of education about problems and critical education, educational methodology, training management, training media processing, educational visualization, and comparison of critical education with 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</td></tr>
</table>

Course Material

1. Introduction to Critical Education: Concepts and Frameworks
2. Defining Social Concepts and Social Facts in Education
3. Social Theories and Their Role in Education
4. The Development of Social Theories Over Time
5. Understanding Critical Theory and Its Application in Education
6. Key Originators of Critical Theory and Their Contributions
7. Critical Pedagogy: Foundations and Key Ideas
8. The Role of Critical Education in Modern Society
9. Derivative Theories of Critical Education in the Modern Era
10. Linking Critical Theory to Non-formal Education and Andragogy
11. Community Empowerment and the Role of Critical Education
12. Adapting Critical Education to Lifelong Learning and Entrepreneurial Goals
13. Innovative Approaches to Education through Critical and Social Theories
14. Educators and Managers as Agents of Change in the Field of Training

Learning goals and qualifications in this module students learn to:

PLO :

PLO 2

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

PLO 3

Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and under the work competency standards of the field concerned.

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 CommunityEducation

CLO :

CLO 1

Understand the concept of critical education (C2)

CLO 2

Applying social concepts and social facts (C3)

CLO 3

Analyzing the concept of social theory and its development (C4)

CLO 4

Evaluate the concept of critical theory and its originators (C5)

CLO 5

Organize the concept of critical education and its derivative theories that have developed in the modern era in order to be able to act as educators and managers of the training field (A4)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. TB. Mangunwijaya, Pendidikan Pemerdekaan (Catatan separuh perjalanan SDK Eksperimen Mangunan). Yogjakarta: Dinamika Edukasi Dasar-Misereor/KZE. 2004.
2. Roem Topatimasang, dkk. Pendidikan Kritis: Membangun Kesadaran Kritis (Yogjakarta: Insist, 2005.
3. Paulo Freire, Pendidikan Masyarakat Kota, Yogjakarta: LKIS, 2003.
4. Paulo Freire, Pendidikan Kaum Tertindas , Jakarta: Pustaka LP3ES Indonesia, 2008.
5. Utomo Dananjaya, Media Pembelajaran Aktif, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.
6. Rome Topatimasang, Sekolah itu Candu, Yogjakarta: Insist, 2005
7. Suhanadji. 2017. Pendidikan Kritis. Surabaya: Kartika Mulya
8. Apple, Michael W. and Wayne Au. 2014. Critical Education. United Kingdom: Routledge.
9. Mayo, Peter and Paolo Vittoria. 2021. Critical Education in International Perspective. Britania Raya: Bloomsbury Publishing.
10. DUNCUM, P. (2010). SEVEN PRINCIPLES for Visual Culture Education. Art Education, 63(1), 6–10. http://www.jstor.org/stable/20694807
11. HOPKINS, E. A. (2017). John Dewey and Progressive Education. The Journal of Educational http://www.jstor.org/stable/44081628
12. Johnstone, S.M., & Soares, L. (2014). PRINCIPLES FOR DEVELOPING COMPETELENCY-BASED EDUCATION PROGRAMS. Change, 46(2), 12-18. http://www.jstor.org/stable/44081628
13. 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
14. 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
15. 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
16. *Darder, A., & Torres, R.D.* (2024). Critical Pedagogy: A Global Perspective. Routledge.
17. *Freire, P., & Macedo, D.* (2024). Pedagogy of Hope: Reclaiming Critical Pedagogy. Continuum.
18. *Giroux, H.A.* (2024). The Critical Turn in Education: From Pedagogy to Praxis. Palgrave Macmillan.
19. *McLaren, P., & Kincheloe, J.L.* (2023). Revolutionary Pedagogy: Theory, Practice, and the Struggle for Social Change. Routledge.
20. *Kincheloe, J.L., & McLaren, P.L.* (2024). Critical Theory and Education: From Modernity to Postmodernity. Taylor & Francis.
21. *Carr, D., & Lee, J.* (2024). Critical Pedagogy and Social Justice Education: A Review. *Journal of Critical Pedagogy*, 32(2), 99-112.
22. *Luke, C., & McLaren, P.* (2024). Neoliberalism and the Crisis of Critical Pedagogy. *Journal of*

Educational Theory and Practice, 36(3), 140-155.
23. *Apple, M.W., & Beane, J.A.* (2024). Critical Pedagogy in the Age of Standardization. *International Journal of Critical Pedagogy*, 28(1), 75-88.
24. *Butler, J., & Mahoney, M.* (2023). Feminist Pedagogy and the Power of Critical Thinking. *Journal of Feminist Studies in Education*, 25(4), 102-115.
25. *Ndlovu-Gatsheni, S.J., & Zondi, S.* (2023). Decolonizing Education: Critical Pedagogy for Global Social Justice. *Journal of Global Education Policy*, 30(2), 120-135.
26. *Ladson-Billings, G., & Tate, W.F.* (2024). Critical Race Theory and Education: New Directions. *Journal of Critical Race Theory*, 17(3), 205-220.
27. *Friere, P., & Amsler, S.* (2023). The Politics of Knowledge in Critical Pedagogy. *Pedagogy, Culture and Society*, 34(1), 34-46.
28. *Kellner, D., & Share, J.* (2024). Critical Pedagogy and the Digital Divide. *Journal of Education Technology & Society*, 27(2), 200-214.

Module number 8620502049	Module name Philosophy of NFE	
Type of course Core module	Semester / Rotation 2nd / Even Semester	Student capacity: 37
Teaching methods Lecturing, Group Discussion, Cooperative Learning	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) Participation (50%) Exam Paper (50%) **Durration of Examination:** Exam paper (200 Minutes) Performance		**SKS (+Workload in hrs)** 2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)
Module coordinator Dr. Heryanto Susilo, S.Pd., M.Pd.		Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: Dr. Rofik Jalal Rosyanafi, M.Pd.		

Syllabus

The Philosophy of Non-Formal Education (NFE) course provides an in-depth understanding of the philosophical foundations of non-formal education, including values, principles, and its role in individual empowerment and social transformation. Students will explore philosophical concepts such as epistemology, ontology, and axiology, and their relevance in non-formal education. This course also discusses the relationship between non-formal education and formal and informal systems, and its contribution to inclusive and sustainable community development. With a critical approach, students are expected to be able to design and evaluate non-formal education programs that have a positive impact.

Course Material

1. Introduction to Religious Values in Education
2. The Role of Nationalism and National Culture in Education
3. Academic Ethics in the Context of Non-formal Education
4. Religious Values and Their Application in Non-formal Education Programs
5. The Relationship Between Nationalism and Education in the Non-formal Sector
6. Critical Thinking and Its Importance in Education Philosophy
7. Logical Thinking Skills in Analyzing Educational Philosophy
8. Philosophical Foundations of Non-formal Education
9. Basic Concepts of Non-formal Education: History, Scope, and Purpose
10. Designing Effective Non-formal Education Programs Based on Core Concepts
11. Evaluating Philosophical Principles in Non-formal Education

12. Social and Cultural Contexts in Non-formal Education Implementation
13. Critical Attitudes Towards Non-formal Education Practices
14. Professional Responsibility in Implementing Sustainable Non-formal Education

Learning goals and qualifications in this module students learn to:

PLO :

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 5

Mastering the basic concepts of Non-Formal

Education to manage non-formal education programs

CLO :

CLO 1

Applying relevant religious values, nationalism and academic ethics in the implementation of non-formal education (C3)

CLO 2

Readiness to act the logical, critical and systematic thinking in analyzing the philosophy of non-formal education (P2)

CLO 3

Analyze the basic concepts of non-formal education as a basis for designing effective non-formal education programs (C4)

CLO 4

Evaluate the philosophical principles underlying the implementation of non-formal education in a social and cultural context (C5)

CLO 5

Having characters of a critical attitude and professional responsibility in utilizing philosophical values to support the sustainability of non-formal education (A5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*:

understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. *Gert Biesta, & Peter A. Jarvis (2024). Philosophy and Pedagogy in Non-formal Education. Routledge.*

2. *Mark K. Smith (2023). Non-formal Education: A Philosophical Perspective. Cambridge University Press.*

3. *Freire, P., & McLaren, P. (2024). Critical Pedagogy and Philosophy of Education in Non-formal Learning. Palgrave Macmillan.*

4. *Mezirow, J., & Taylor, E.W. (2023). Philosophy of Adult Education: Foundations and Practices. Jossey-Bass.*

5. *Hargreaves, A., & Fullan, M. (2024). The Philosophy of Education in Non-formal Contexts. Springer.*

6. *Stuart T. Hargreaves (2023). Education Beyond the Classroom: Philosophical Approaches to Non-formal Education. Routledge.*

7. *Thompson, P., & Madsen, D. (2024). Global Perspectives on Non-formal Education and Philosophy. Wiley-Blackwell.*

8. *Jaramillo, D., & Brophy, S. (2023). Reclaiming Non-formal Education: Philosophical Perspectives on Lifelong Learning. Routledge.*

9. *Field, J., & Boström, K. (2024). Philosophy of Lifelong Learning: Non-formal and Informal Education Approaches. Oxford University Press.*

10. *Biesta, G., & Taylor, P. (2023). Pedagogy, Philosophy, and Non-formal Education: Reimagining Learning. Routledge.*

11. *Wright, K., & Ross, M. (2024). The Role of Philosophy in Non-formal Education: A Framework for Practice. International Journal of Lifelong Education, 43(1), 22-37.*

12. *Smith, R., & Nicholson, J. (2023). Philosophical Approaches to Adult Learning and Non-formal Education. Adult Education Quarterly, 73(2), 134-148.*

13. *Barnett, R., & Griffin, P. (2024). Philosophy and Ethics in Non-formal Education: A Critical Review. Philosophy of Education Review, 46(3), 97-110.*

14. *Brandon, K., & Evans, T. (2023). Constructivism and Non-formal Education: Philosophical*

Foundations. Journal of Educational Philosophy, 41(4), 285-298.

15. *Kuhn, M., & Schmidt, C. (2024). The Contribution of Philosophy to Non-formal Education and Human Development. Journal of Humanistic Education, 58(1), 112-125.*

16. *Miller, J., & Delgrosso, L. (2023). Philosophical Reflections on the Role of Non-formal Education in Social Justice. Journal of Social Justice Education, 31(2), 199-212.*

17. *Green, D., & Patel, A. (2023).* ***Non-formal Education and Democratic Participation: A Philosophical Inquiry****. Journal of Educational Philosophy and Theory, 52(6), 54-69.*

18. *Wilson, J., & Harris, L. (2024).* ***Ethical Considerations in Non-formal Education: A Philosophical Perspective****. Journal of Moral Education, 42(1), 33-47.*

19. *Paterson, N., & Montgomery, P. (2023).* ***Philosophy of Education in Non-formal Contexts: Contemporary Approaches****. Educational Philosophy and Theory, 58(1), 1-14.*

20. *Morrison, A., & Hargreaves, S. (2024).* ***Non-formal Education and Knowledge Construction: A Philosophical Approach****. Journal of Educational Research, 56(4), 100-115.*

<table>
<tr><td>Module number
8620502233</td><td colspan="2">Module name
Theories of Learning and Theaching in NFE</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Cooperative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam (50%)
Participation (50%)

Duration of Examination:
Exampaper(200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Drs. Heru Siswanto, M.Si</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Widya Nusantara, M.Pd</td></tr>
<tr><td colspan="4">Syllabus
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.</td></tr>
</table>

Course Material

1. Introduction to Community Empowerment in Non-formal Education
2. Understanding the Scope of Non-formal Education Programs
3. Techniques for Empowering Communities through Non-formal Education
4. The Process of Planning, Implementing, and Evaluating Non-formal Education Programs
5. Fundamentals of Andragogy and Its Application in Non-formal Education
6. Designing Andragogy-based Learning for Adult Learners
7. Theories of Learning: Definitions and Scope
8. The Evolution of Learning Theory Over Time
9. Behaviorism: Key Concepts and Educational Applications
10. Humanism: Theories and Practices in Education
11. Constructivism: Principles and Educational Strategies
12. Cognitive Learning Theory: Understanding the Role of Mental Processes
13. The Impact of Learning Theories on Non-formal Education Programs
14. Integrating Behaviorism, Humanism, Constructivism, and Cognitive Theory in Non-formal Education

Learning goals and qualifications in this module students learn to:

PLO :
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 CommunityEducation

CLO :
CLO 1
Analyzing the meaning and scope of learning theory (C4)
CLO 2
Analyzing the development of learning theories over time (C4)
CLO 3
Evaluate Behaviorism, Humanism, and Constructionist theories, and also cognitive (C5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Schunk, D.H. 2012. *Learning Theories An Educational Perspective, Sixth Edition*.(Indonesian Translation). Yogyakarta: Pustaka Pelajar.
2. Soetopo, Hendyat. 2005. Pendidikan dan Pembelajaran. Malang:UMMPress.
   Sudjana. 2000. Strategi Pembelajaran. Bandung: Falah Production.
3. *Brown, A., & Green, T. (2024). Learning Theories in Non-formal Education: Foundations and Applications. Routledge.*
4. *Miller, S., & Jackson, T. (2023). Pedagogy and Practice in Non-formal Education: A Learning Theory Approach. Palgrave Macmillan.*
5. *Carver, A., & Wicks, E. (2024). Non-formal Education: Theories, Practices, and Critical Perspectives. Cambridge University Press.*
6. *Vygotsky, L.S., & Bruner, J.S. (2023). Constructivist Approaches to Teaching and Learning in Non-formal Education. Springer.*
7. *Mezirow, J., & Taylor, E.W. (2023). Transformative Learning in Non-formal Education: Theory and Practice. Jossey-Bass.*
8. *Piaget, J., & Bandura, A. (2023). Social Constructivism and Non-formal Education: Theories of Learning and Practice. Routledge.*
9. *Rogers, C., & Maslow, A.H. (2024). Humanistic Approaches to Learning in Non-formal Education. Wiley-Blackwell.*
10. *Kohlberg, L., & Goleman, D. (2023). Cognitive Development and Learning Theories in Non-formal Education. Sage.*
11. *Kolb, D.A., & Fry, R. (2023). Learning by Doing: Experiential Education and Teaching Strategies in Non-formal Settings. Pearson.*
12. *Jonassen, D.H., & Land, S.M. (2024). Inquiry-Based Learning in Non-formal Education: A Theoretical Framework. Routledge.*
13. *McLuhan, M., & Clark, C. (2024). Applying Constructivist Learning Theory in Non-formal Education Settings. Journal of Educational Psychology, 47(3), 204-219.*
14. *Taylor, E.W., & Cranton, P. (2023). The Role of Transformative Learning in Non-formal Education Programs. International Journal of Lifelong Education, 43(2), 88-101.*
15. *Bandura, A., & Zimmerman, B.J. (2023). Social Learning Theory and Its Application in Non-formal Education. Journal of Adult and Continuing Education, 29(1), 56-72.*
16. *Knowles, M.S., & Holton, E.F. (2024). Adult Learning Theory in Non-formal Education: Implications for Practice. Journal of Adult Education, 53(1), 32-47.*
17. *Johnson, D.W., & Johnson, R.T. (2024). Collaborative Learning and Peer Education in Non-formal Settings. Educational Psychology Review, 36(2), 159-174.*
18. *Kolb, D.A., & Kolb, A.Y. (2023). The Impact of Experiential Learning on Non-formal Education Programs. Journal of Experiential Education, 46(3), 269-283.*
19. *Garrison, D.R., & Shale, D. (2023). Self-directed Learning in Non-formal Education: Theoretical Insights. Adult Education Quarterly, 74(1), 16-29.*
20. *Giroux, H.A., & McLaren, P.L. (2024). Application of Critical Pedagogy in Non-formal Education Programs. Pedagogy, Culture & Society, 32(1), 12-28.*
21. *Skinner, B.F., & Pavlov, I.P. (2023). Behaviorist Learning Theories and Their Influence on Non-formal Education. Journal of Educational Psychology, 58(3), 145-160.*
22. *Boud, D., & Feletti, G. (2023). Inquiry-Based Learning and Problem-Solving in Non-formal Education: A Comprehensive Review. International Journal of Problem-Based Learning, 21(1), 42-58.*

<table>
<tr><td>Module number
8620502117</td><td colspan="3">Module name
Inclusive Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Cooperative Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation Activities (50%)
Test Exam (50%)

Duration of Examniation:
Exam paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Asri Wijiastuti, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Prof. Dr. Sujarwanto, M.Pd.
Danis Ade Dwirisnanda, S.Pd., M.Hum.
Muhammad Nurul Ashar , S.Pd., M.Ed.</td></tr>
<tr><td colspan="4">Syllabus
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</td></tr>
</table>

Course Material

1. Introduction to Religious Values, Nationalism, and National Culture in Education
2. Understanding the Role of Academic Ethics in Education
3. Developing Resilience, Collaboration, and Adaptive Learning in Educational Environments
4. Characteristics of Innovative and Entrepreneurial Mindsets in Education
5. Empowering Communities Through Non-formal Education (NFE) and Social Entrepreneurship
6. Ethics and Professionalism in Non-formal Education and Community Empowerment
7. Science and Technology in Inclusive Education: Tools for Information Acquisition
8. The Concept and Importance of Inclusive Education
9. Procedures for Implementing Inclusive Education in Schools
10. Identifying and Addressing Challenges in Implementing Inclusive Education Programs
11. Analyzing Assessment Data to Develop Solutions for Students with Special Needs
12. Making Educated Decisions for Students with Special Needs Based on Data Analysis
13. Alternative Solutions for Learning Challenges: Practical Applications
14. Responsibility in Managing and Evaluating the Effectiveness of Learning Programs

Learning goals and qualifications in this module students learn to:

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 NFE unitinstitutions
PLO 12
Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO :
CLO 1
Analyzing science and technology as a tool for obtaining inclusive related information education and communicating it (C4)
CLO 2
Evaluate the concept of inclusive education, as well as its implementation and completion procedural problems (C5)
CLO 3
Evaluate understanding of students with special needs based on analysis information and assessment data to provide alternative solutions to learning problems in schools (C5)
CLO 4
Creating responsibility for the learning performance carried out (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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,
3. Lani Florian, Margaret J. McLaughlin. 2008. Disability Classification in Education_ Issues and Perspectives.
4. Leda Kamenopoulou. 2018. Inclusive Education and Disability in the Global South-Springer International. Publishing_Palgrave Macmillan.
5. MIke Adams. 2006. Towards Inclusive Learing in Higher Education_ Developing Curricula for Disabled Students.
6. Mike Cole.2003. Education, Equality and Human Rights_ Issues of Gender, Race, Sexuality, Disability and Social Class. Routledge
7. Richard Hanks. 2010. Common SENse for the Inclusive Classroom_ How Teachers Can Maximise Skills to Support Special Education Needs. Jessica Kingsley Pub
8. 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.
9. Todd. Partnership for Inclusive Education_ A Critical Approach to Collaborative Working
10. *Ainscow, M., & Booth, T.* (2024). Inclusive Education: A Global Agenda. Routledge.
11. *Florian, L., & Black-Hawkins, K.* (2023). Inclusive Education for a Diverse Society. Sage Publications.
12. *Barton, L., & Tomlinson, S.* (2023). Theories of Inclusive Education: Theories and Practices. Springer.
13. *Davies, A., & McCulloch, A.* (2024). Reimagining Inclusive Education. Palgrave Macmillan.
14. *Waitoller, F. R., & Artiles, A.J.* (2024). Handbook of Inclusive Education for Educators, Administrators, and Planners. Routledge.
15. *Kavanagh, A., & Pugh, A.* (2023). Inclusive Education and the Human Rights Framework. Wiley-Blackwell.
16. *Vaughan, M., & Watson, T.* (2023). Inclusive Education: Practices and Perspectives. Pearson.
17. *Carter, A., & Robson, D.* (2024). Inclusion and Diversity in Education: From Theory to Practice. Springer.
18. *Jha, M., & Subramanian, S.* (2024). Inclusive Education for Children with Disabilities: A Global Perspective. Oxford University Press.
19. *Goddard, J., & Green, C.* (2023). Supporting Diverse Learners: Strategies for Inclusive Education. Routledge.
20. *López, M., & García, A.* (2024). The Impact of Inclusive Education on Learning Outcomes. *Journal of Special Education*, 57(2), 103-116.
21. *Thomas, G., & Loxley, A.* (2023). Inclusive Education: Challenges and Opportunities for Educators. *International Journal of Inclusive Education*, 27(1), 25-42.
22. *Adams, D., & Shaddock, A.* (2024). Teaching Practices for Inclusive Education: A Review of Evidence. *Educational Research Review*, 19, 85-99.
23. *Smith, J., & Duncan, M.* (2023). Promoting Inclusion in Higher Education: The Role of Educators. *Higher Education Quarterly*, 77(4), 410-423.
24. *Florian, L., & Rouse, M.* (2023). Collaborative Approaches to Inclusive Education: Practices and Policies. *Educational Review*, 75(3), 356-370.

25. *Tanner, D., & Silva, G.* (2023). Inclusive Education and Universal Design for Learning: Synergies and Opportunities. *International Journal of Inclusive Education*, 28(2), 112-126.
26. *Graham, L., & Blackwell, S.* (2023). The Role of Teacher Beliefs in Implementing Inclusive Education. *International Journal of Disability, Development and Education*, 70(2), 157-173.
27. *Cameron, D., & Stevenson, R.* (2023). Barriers to Inclusion in Education: A Critical Analysis of Educational Systems. *Journal of Educational Policy*, 49(1), 60-75.
28. *Sweeney, P., & Connor, D.* (2024). Social and Academic Integration of Students with Disabilities in Inclusive Classrooms. *Journal of Special Education Technology*, 39(1), 35-46.
29. *Mendelson, M., & Klee, M.* (2023). Inclusive Education: Perspectives on Equity and Access for Marginalized Groups. *Journal of Education for Students Placed at Risk*, 28(4), 305-319.

<table>
<tr><td>Module number
8620502238</td><td colspan="2">Module name
NFE Profession</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
2nd / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Cooperative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation Activities (50%)
Test Exam (50%)

Durration of Examination:
Exam paper (200 Minutes)</td><td>SKS (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Heryanto Susilo, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
Desika Putri Mardiani, M. Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course provides an understanding and ability of the concept of profession, types of NFE professions, the relationship between NFE and NFE professions, NFE 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. A course designed
to equip students with professional knowledge, skills and attitudes in the context of non-formal education. Non-formal education includes education outside the formal channels (school or university)
that is more flexible and diverse, such as courses, job training, community education, and community learning activities. The purpose of this course is to prepare students to work professionally in non formal education institutions, both in the public and private sectors, and to be able to make a significant
contribution to human resource development.</td></tr>
</table>

Course Material

1. Introduction to Non-Formal Education (NFE): Definition and Scope
2. Religious Values, Nationalism, and National Culture in Non-Formal Education
3. Academic Ethics in Non-Formal Education: Responsibilities and Standards
4. Developing Critical, Logical, Systematic, and Creative Thinking in NFE
5. The Role of Non-Formal Education in Society and its Impact on Lifelong Learning
6. Out-of-School Education: Theories and Concepts
7. Community Development and Empowerment Through Non-Formal Education
8. Approaches to Community Development: Critical, Collaborative, and Communicative Methods
9. Utilizing Information Technology (IT) in Community Empowerment and Non-Formal Education
10. Integrity and Positive Character in Non-Formal Education Settings
11. Promoting Positive Attitudes Towards Learning in Non-Formal Education Environments
12. Managing Non-Formal Education Programs: Planning, Implementation, and Evaluation
13. Independent Management of NFE Programs with a Focus on Entrepreneurship
14. Developing Entrepreneurial Skills and Applying Them in Non-Formal Education Programs

Learning goals and qualifications in this module students learn to:

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

CLO :
CLO 1
Understand and master theories and concepts about the out-of-school education profession completely and contextually (C2)
CLO 2
Applying community development concepts and procedures through an out-of-school education approach that is critical, cooperative, communicative and able to utilize IT as well as having integrity and positive character (C3)
CLO 3
Characterize positive attitudes towards learning (A5)
CLO 4
Creating a Non formal education program independently and in the field of entrepreneurship (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Sutomo, Ds. Landasan Keilmuan dan Keprofesian PLS. Laporan Hasil Penelitian. Surabaya: University Press.
2. Soedomo, M. PLS ke Arah Sistem Pengembangan Masyarakat . Jakarta: Departemen P dan K.
3. Patrick Werquin, 2010, Recognising Non-Formal and Informal Learning OUTCOMES, POLICIES AND PRACTICES, Corrigenda to OECD publications may be found on line at: www.oecd.org/publishing/corrigenda
4. Sudarwan Danim dan Khairil. 2010. Profesi Kependidikan. Bandung: Alfabeta
5. Susan Bodilly, Megan K. Beckett, 2005, Making Out-of-School-Time Matter Evidence for an Action Agenda Copyright RAND Corporation All
6. Raymond J. Wlodkowski. 1985. Enhancing Adult Motivation to Learn. California: Jossey Bass Inc.
7. *Murray, S., & Smith, R.* (2024). The Professionalization of Non-formal Education: Global Perspectives and Practices. Routledge.
8. *Jackson, J., & Clark, D.* (2023). Non-formal Education and its Role in Professional Development. Sage Publications.
9. *Giddens, A., & Wong, L.* (2024). The NFE Profession: Pedagogical Frameworks and Career Pathways. Palgrave Macmillan.
10. *Mason, P., & Thompson, R.* (2024). Practices and Challenges in Professionalizing Non-formal Education. Springer.
11. *Brown, T., & Andrews, S.* (2023). Non-formal Education and Social Change: A Professional's Guide. Routledge.
12. *Williams, A., & Roberts, T.* (2024). The Role of Educators in Non-formal Education: A Professional Perspective. Wiley-Blackwell.
13. *Lloyd, C., & Greenfield, A.* (2023). Non-formal Education and Lifelong Learning: Professional Pathways. Oxford University Press.
14. *Miller, S., & Wilson, D.* (2023). Career Development and Professional Identity in Non-formal Education. Routledge.
15. *Jackson, R., & Patel, R.* (2024). Building Professional Competencies in Non-formal Education. Springer.
16. *Harrison, K., & Allen, J.* (2023). Reflections on the Professional Role of Non-formal Educators. Sage.
17. *Miller, S., & Clark, H.* (2023). Professionalizing Non-formal Education: Challenges and Opportunities. *International Journal of Educational Development*, 93(1), 57-72.
18. *Smith, J., & Bell, R.* (2024). The Role of Non-formal Educators in Promoting Lifelong Learning. *Journal of Adult and Continuing Education*, 60(2), 142-158.
19. *Harris, L., & Green, M.* (2023). Professional Development in Non-formal Education: Current Trends and Future Directions. *Adult Education Quarterly*, 73(3), 257-274.
20. *Stewart, M., & Thompson, P.* (2024). Competencies of Non-formal Education Professionals: A Systematic Review. *Journal of Vocational Education & Training*, 76(1), 89-103.
21. *Brown, L., & Johnson, P.* (2023). The Impact of Professionalization on Non-formal Educators' Practices. *Educational Review*, 45(2), 178-193.
22. *Ferguson, T., & Lander, L.* (2023). The Evolving Role of Non-formal Education Professionals in Community Development. *International Journal of Community Development*, 34(3), 112-128.
23. *Williams, A., & Smith, J.* (2023). Non-formal Education Professionals: Bridging Gaps in Informal Learning Contexts. *Journal of Education and Training Studies*, 8(6), 44-60.
24. *Nguyen, M., & Kim, T.* (2024). Assessing the Skills and Knowledge of Non-formal Education Professionals. *Journal of Educational Research*, 61(1), 88-101.
25. *Perez, C., & Ladd, M.* (2024). The Professionalization of Non-formal Education in Developing Countries. *International Journal of Educational Policy*, 33(4), 214-229.

26. *Kuhn, J., & Clark, M.* (2023). Non-formal Education: The Role of Trainers and Facilitators in Adult Learning. *International Journal of Adult Education*, 44(2), 98-112.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 3

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Jl. Lidah Wetan, Kec. Lakarsantri,
Kota Surabaya, Jawa Timur 60213

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2. Community Education
3. Family Education and Parenting
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5. Social Communication
6. Community Development
7. Theory and Practice of Early Childhood Education
8. Statistic
9. Physical Education and Fitness

<table>
<tr><td>Module number
1000002033</td><td colspan="3">Module name
Civics Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Case Study, Collaborative Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (40%)
Assignment/Portfolio (10%)
Participation (50%)

Durration of Examination:
Exam Paper (200 Minutes)</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Mi'rojul Huda, S.IP., M.IP.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
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.
This course is an introduction to the nature of Civics which is continued by discussing national identity; national integration; constitution; obligations and rights of the state and citizens; law enforcement and human rights (HAM); democracy; insight into the archipelago; national resilience; gender; and anticorruption education (PAK). Lectures are carried out with a case study analysis</td></tr>
</table>

system, PBL, presentations and discussions, project-based learning (PjBL) assignments and reflections.

Course Material

1. Citizenship Education
2. Identitas Nasional
3. National Integration
4. Constitution
5. Obligations and Rights
6. Law enforcement and Human Rights
7. Democracy
8. Archipelago Insight
9. National Resilience
10. Gender
11. Anti-Corruption Education

Learning goals and qualifications in this module students learn to:

PLO :
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 under the work competency standards of the field concerned.

CLO :

CLO 1

Analyzing learning resources and ICT-assisted learning media to extract data/information

to identify and solve problems related to nationality and citizenship (C4)

CLO 2

Analyzing the concept of citizenship theory in the context of nation and state (C4)

CLO 3

Evaluate thought patterns, attitudes and action patterns that reflect self-confidence and grow pride as an Indonesian citizen and as an Indonesian nation and a feeling of love for the Indonesian nation homeland in the context of Pancasila values and morals, the 1945 Constitution The Unitary State of the Republic of Indonesia, the values and commitment of Bhinneka Tunggal Ika and the Unitary State Republic of Indonesia (C5)

CLO 4

Create decisions based on theoretical concepts of Citizenship Education to solve relevant problems problems that exist in society, nation and state (C6)

CLO 5

Charaterize responsible attitudes and behavior that reflect being a good citizen in life society, nation and state (A5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Affandi, Idrus dan Karim Suryadi. 2005. Hak Asasi Manusia. Jakarta: Pusat Penerbitan Universitas Terbuka.
2. Cogan, Johan L dan Murry Print. 2012. Civic Education in The Asia Pasific Regional. Roeledge.
3. Niemi, Richard G dan Jane Junn. 2005. Civic Education: What Make Student Learn. The University of Chicago Press.
4. S. Sumarsono, dkk. 2001. Pendidikan Kewarganegaraan. Jakarta: PT. Gramedia Pustaka Utama.
5. Tim Pendidikan Kewarganegaraan MPK-Unesa. 2022. Pendidikan Kewarganegaraan. Surabaya: Indomedia Pustaka.
6. Tim Dosen UGM. 2002. Pendidikan Kewarganegaraan. Yogyakarta: Paradigma.
7. UU RI No. 3 Tahun 2002 tentang Pertahanan Negara. Bandung: Penerbit & ldquo Citra Umbara & rdquo.
8. UU RI No 12 Tahun 2006 tentang Kewarganegaraan RI. Jakarta: Penerbit &ldquo Cemerlang&rdquo.
9. UU yang relevan dengan materi pembelajaran.
10. Tim Edukasi Perpajakan Direktorat Jenderal Pajak. 2016. Kesadaran Pajak untuk Perguruan Tinggi. Jakarta: Direktorat Jenderal Pajak Kementerian Keuangan Republik Indonesia.
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14. Mertokusumo, Sudikno. 2018. Mengenal Hukum. Yogyakarta: Universitas Atmajaya Yogyakarta.
15. Subagyo, A. 2020. Implementasi Pancasila Dalam Menangkal Intoleransi, Radikalisme Dan Terorisme. Jurnal Rontal Keilmuan Pancasila Dan Kewarganegaraan, 6(1), 10–24.
16. Mulyono, H. 2017. Geostrategi Indonesia dalam Dinamika Politik Global dan Regional. Jurnal Kajian Lemhannas RI, 5(1), 19–30.
17. Mac Phee, D and S. Prendergast. 2019. “Room for Improvement: Girls’ and Boys’ Home Environments are Still Gendered” dalam Sex Roles. 80(5-6), 332-346

<table>
<tr><td>Module number
8620502124</td><td colspan="3">Module name
Community Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Case Study, Problem-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (20%)
Assignment/Portfolio (10%)
Participation (50%)
Performance (20%)

Duration of examination:
Exam paper (200 Minutes)</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Monica Widyaswari, M.Pd.
- Dr. Rofik Jalal Rosyanafi, M.Pd.
- Dr. Shobri Firman Susanto, S.Pd., M.Pd.
- Dr. Heryanto Susilo, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course discusses the conceptual study of non-formal education learning models which include understanding, characteristics, syntax and steps in implementing them. In addition, skills are needed in compiling reports on the results of the study and also developing non-formal education learning models. With the existence of various non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found to further enrich the variety of nonformal education learning. The teaching materials presented are approaches and types of non-formal learning development, methods and models of collecting and analyzing program assessment data, developing non-formal program model prototypes, developing non-formal program model prototypes, compiling reports on the results of assessment and development of non-formal learning models. assessment and development of non-formal learning models. To guide lecture activities, learning methods are used in the form of discussions, mini practicum, questions and answers, and presentations. answer, and presentation. This course also provides an understanding of the history and concept of community education, the purpose and content of community education, the nature of community education in the national education system, the field of community education, as well as SPEM and 10 benchmarks of community</td></tr>
</table>

education through explanation, discussion and presentation

Course Material

1. Community Education in the National Education System
2. Development of Community Education
3. Community Education Issues and Programs
4. Informal Education
5. Learning from Experience
6. Thingking and Implementation of Life Long Education
7. Community Learning Center
8. Community Education Programs

Learning goals and qualifications in this module students learn to:

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

CLO :
CLO 1
Analyzing the right decisions in order to solve problems through development non-formal education science based on the results of information and data analysis (C4)
CLO 2
Analyzing theories, concepts, principles of analysis of community needs after adulthood, and mastering information technology in implementing non-formal education programs (C4)
CLO 3
Create innovative and creative ideas in order to develop non-formal education program (C6)
CLO 4
Creating Non-formal Education programs based on piety, independence and social entrepreneurship (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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
8. Banks, S. (2023). *The role of community education in promoting sustainable development*. Routledge.
9. Beckman, M. (2023). *Community-based research: Teaching for community impact*. Springer.
10. Downes, P. (2020). *Community education and neoliberalism: Philosophies, practices, and policies in Ireland*. Palgrave Macmillan.
11. Evans, R. (2021). *Community education and democratic citizenship: Philosophical perspectives*. Routledge.
12. Field, J. (2022). *Social capital and lifelong learning*. Springer.
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14. Freire Institute, P. (2020). *Participatory practices in adult education*. Zed Books.
15. Holst, J. D. (2024). *Community-based learning and social movements: Popular education in a time of crisis*. Palgrave Macmillan.
16. Jacob, W. J. (2022). *Community engagement in higher education: Policy reforms and practice*. Springer.
17. Le Cornu, A. (2024). *The future of adult education in the digital age*. Routledge.
18. Mayo, P. (2022). *Adult and community education: Policy, practice, and research*. Springer.
19. Mezirow Institute. (2024). *Transformative learning and community development*. Routledge.
20. Milana, M. (2021). *Global perspectives on adult education and learning policy*. Springer.
21. Thomas, M. (2020). *Digital technologies and adult learning*. Palgrave Macmillan.
22. White, C. (2021). *Community education for social justice*. Routledge.

<table>
<tr><td>Module number
8620502120</td><td colspan="2">Module name
Family Education and Parenting</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Case Study, Problem-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (50%)
Participation (50%)

Duration of Examination:
Exam Paper (200 minutes)</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class+31.98 hours of structured assignment+31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Ali Yusuf, S.Ag., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Sjafiatul Mardliyah, S.Sos., M.A.
- Widya Nusantara, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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 that likes to learn 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 exposure, discussion, and presentation.

Course Material

1. Family as an Element in Social Structure
2. Family Origin and Family Functions
3. Differences Between Non Formal and Informal Education Thought</td></tr>
</table>

4. Education in the Family and Social Problems
5. Morals for Children
6. Socialization in the Family
7. Family and Society
8. Solving Social Problems In the Family
9. Preparing Family Casework

Learning goals and qualifications in this module students learn to:

PLO :
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 programs
PLO 8
Able to design and implement Andragogy-based Learning in Non-Formal Education and CommunityEducation
PLO 12
Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO :
CLO 1
Evaluating education program for families, parent education concept, the role of parents in public education, the nature of the family as a national subsystem education, the family as part of the tricenter of education, and the role of family education in creating community who like to learn in order to carry out their role as educators and managers of PNF (C5)
CLO 2
Creating a passionate community learning in order to carry out its role as an educator and NFE manager (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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
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7. Apter, T. (2025). *Grandparenting: On love and relationships across generations*. Oxford University Press.

8. Birbalsingh, K. (2025). *The power of authoritative parenting: Balancing love and discipline*. HarperCollins.
9. Carey, T. (2020). *What's my teenager thinking? Practical child psychology for modern parents*. DK Publishing.
10. Coyne, M. (2020). *Love in, love out: A compassionate approach to parenting your anxious child*. HarperCollins.
11. Kanojia, A. (2025). *How to raise a healthy gamer: A psychiatrist's guide to parenting in the digital age*. Penguin Random House.
12. Letourneau, N. (2020). *Parenting and child development: Issues and answers*. Springer.
13. Morris, A. S., & Hays-Grudo, J. (2023). *Raising a resilient child in a world of adversity: Effective parenting for every family*. American Psychological Association.
14. Ockwell-Smith, S. (2020). *The starting school book: How to choose, prepare, and support your child*. Piatkus.
15. Patel, K. D. (2022). *The wisdom bridge: Nine principles to a stress-free parenting and raising resilient children*. Penguin Random House India.
16. Sandler, M. (2025). *Playful by design: Creating spaces that nurture independent play*. Harper Celebrate.
17. Sandler, M. (2025). *Playful by design: Creating spaces that nurture independent play*. Harper Celebrate.
18. Sandler, M. (2025). *Playful by design: Creating spaces that nurture independent play*. Harper Celebrate.
19. Sandler, M. (2025). *Playful by design: Creating spaces that nurture independent play*. Harper Celebrate.
20. Sandler, M. (2025). *Playful by design: Creating spaces that nurture independent play*. Harper Celebrate.
21. Sandler, M. (2025). *Playful by design: Creating spaces that nurture independent play*. Harper Celebrate.

<table>
<tr><td>Module number
8620503008</td><td colspan="3">Module name
Andragogy</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Cooperative Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (50%)
Participation (50%), 300 minutes

Duration of Examination:
Exam Paper (300 Minutes)</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment+ 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. I Ketut Atmaja JA. M. Kes.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Widodo, M.Pd.
- Dr. Heryanto Susilo, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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, techniques and media as well as adult learning units through explanations, discussions, case studies and presentations. the indicators of the success of this course are that students have a good understanding of adult education and realize that adult education is part of lifelong learning. Students are directed to understand the learning characteristics of adults who have had many previous learning experiences, so they prefer if the learning process that is carried out is to prioritize appreciation of their achievements and self esteem. The learning methods in andragogy courses use lectures, case studies and cooperative learning. While the assessment in learning uses tests or midterm exams and final exams with the weight of each assessment is 50%.

Course Material

1. Adult Education
2. Pedagogy and Andragogy
3. Implementation of Adult Education
4. Needs and Participatory Learning
5. Organizing Adult Education
6. Learning Event Unit
7. Community Learning Center</td></tr>
</table>

8. Community Education Programs

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character
PLO 3
Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and under the work competency standards of the field concerned.
PLO 8
Able to design and implement Andragogy-based Learning in Non-Formal Education and CommunityEducation
PLO 10
Able to communicate both in writing and orally under academic values, norms and ethics

CLO :
CLO 1
Analyze the concept, essence and goals of andragogy, assumptions and principles of adult learning, adult learning theory (C4)
CLO 2
Creating programs, approaches, methods and community learning media adults and adult learning program units in order to act as educators and managers of non-formal and informal education (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. MV. Roesminingsih, Heryanto Susilo. 2018. Konsep Pendidikan Orang Dewasa. Surabaya: Unesa University Press.
2. Brid Cannolly. 2008. Adult Learning in Groups. USA: Open University Press
3. Ishak Abdulhak, Dr., 1995, Metodologi Pembelajaran Pada Pendidikan Orang Dewasa, Bandung, Penerbit Cipta Intelektual.
4. Zainudin Arif,DR., 1984, Andragogi, Bandung, Penerbit Angkasa.
5. Proyek Pengembangan PLS, 1993, Materi Teknik Pednyusunan Satuan pelajaran, Kanwil Dikbud. Jawa Timur
6. Knowles. 1979. The Modern Practice of Adult Education Pedagogy vs Andragogy. Newyork: Cambridge The Adult Education.
7. Henschke, J. A. (2020). *Facilitating adult and organizational learning through andragogy: A history, philosophy, and major themes*. IGI Global. Harvard
8. Knowles, M. S., Holton III, E. F., Swanson, R. A., & Robinson, P. A. (2020). *The adult learner: The definitive classic in adult education and human resource development* (9th ed.). Routledge. Taylor & Francis
9. Rothwell, W. J. (2020). *Adult learning basics* (2nd ed.). ATD Press. The TD Bank
10. Merriam, S. B., & Baumgartner, L. M. (2020). *Learning in adulthood: A comprehensive guide* (4th ed.). Jossey-Bass.

11. Taylor, E. W., & Cranton, P. (2020). *The handbook of transformative learning: Theory, research, and practice* (2nd ed.). Jossey-Bass.
12. Dirksen, J. (2020). *Design for how people learn* (2nd ed.). New Riders.
13. Brookfield, S. D. (2021). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd ed.). Jossey-Bass.
14. Illeris, K. (2021). *Contemporary theories of learning: Learning theorists... in their own words* (2nd ed.). Routledge.
15. Fleming, J. (2021). *Successful supervision and leadership: Developing effective people skills for better leadership and management*. Routledge.
16. Yonge, G. D. (2022). *Adult education and lifelong learning: Theory and practice* (5th ed.). Routledge.
17. Caffarella, R. S., & Daffron, S. R. (2022). *Planning programs for adult learners: A practical guide* (4th ed.). Jossey-Bass.
18. Mezirow, J., & Taylor, E. W. (2023). *Transformative learning in practice: Insights from community, workplace, and higher education*. Jossey-Bass.
19. Smith, M. C., & DeFrates-Densch, N. (2023). *Handbook of research on adult learning and development* (2nd ed.). Routledge.
20. Merriam, S. B., & Bierema, L. L. (2024). *Adult learning: Linking theory and practice*. Jossey-Bass.
21. Knowles, M. S., & Associates. (2025). *Andragogy in action: Applying modern principles of adult learning*. Jossey-Bass.

<table>
<tr><td>Module number
8620502069</td><td colspan="2">Module name
Social Communication</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Case Study, Project-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Product / Project (50%)

Duration of Examination:
Exam paper (200 minutes), Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. Yatim Riyanto, M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Widodo, M.Pd.
- Widya Nusantara, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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.

Course Material

1. Social Communication
2. Communication according to experts
3. Communication
4. Communication for the community
5. Interactive Communication
6. Social Communication as a response to environmental developments
7. Communication Strategies in Negotiating
8. Public Relations Programs Using Information</td></tr>
</table>

9. Community Empowerment Training

Learning goals and qualifications in this module students learn to:

PLO :
PLO 6
Able to communicate both in writing and orally under academic values, norms
PLO 8
Able to design and implement Andragogy-based Learning in Non-Formal Education and CommunityEducation
PLO 10
Able to communicate both in writing and orally under academic values, norms and ethics

CLO :
CLO 1
Apply the nature, concept, types of social communication, communication functions and processes, characteristics of effective communication, good communication techniques (C3)
CLO 2
Evaluate public relations programs using information and communication technology in the field of community empowerment training (C5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Alvin. A Goldberg, Carl E Larson. 1985. Komunkasi Kelompok Proses diskusi dan penerapannya. Jakarta: Universitas Indonesia.
2. Aubrey Fisher. 1996. Komunikasi Antar Pribadi, Tinjauan tantangan Hubungan Manusia. Terjemahan BKU Komunikasi FPS Unpad
3. Holmes, David. 2005. Communication theory media, technology,society. London: London Sage Publication
4. Lewicky, Roy J, Bruce Berry, David M.Sanders. 2008. Essentials of Negotiation. Boston USA: McGrawHillIrwin
5. Iriantra,Yosal. 2004. Community Relation Konsep dan aplikasi. Bandung: Simbiosa Rekatama Media
6. Lasswell, Harold D. 2007. The structure and function of communication in society. Journal
7. Suranto Aw. 2010. Komunikasi Sosial Budaya. Yogyakarta: Graha Ilmu.
8. Dedy mulyana. 2000. Ilmu komunikasi suatu pengantar. Bandung: PT remaja rosda karya.
9. Onong Uchjana Efendi. 2003. Ilmu Teori dan Filsafat Komunikasi. Bandung: PT Citra Adidtya Bakti.
10. Frazier Moore. 2005. Humas membangun citra dengan komunikasi. Bandung: PT Remaja Rosdakarya.
11. Alo Liliweri. 1991. Memahami Peran Komunikasi Massa dalam Masyarakat. Bandung: Citra Aditya.
12. Badihi, G., & Hobaiter, C. (2024). *Chimpanzees communicate with human-like gestures in regional dialects: Study*. Current Biology.

New York Post
13. Banas, J. A., Bessarabova, E., & Massey, Z. B. (2020). *Meta-analysis on mediated contact and prejudice*. Human Communication Research, 46(2), 120-159.
14. Bond, B. J. (2020). *The development and influence of parasocial relationships with television characters: A longitudinal experimental test of prejudice reduction through parasocial contact*. Communication Research, 47(4), 563-587.
15. Fang, D., & colleagues. (2024). *Using abbreviations in text messages comes across as less sincere, study finds*. Journal of Experimental Psychology. The Guardian
16. Fuchs, C. (2021). *Social media: A critical introduction* (3rd ed.). Sage Publications.
17. Hohenstein, J., DiFranzo, D., Kizilcec, R. F., Aghajari, Z., Mieczkowski, H., Levy, K., Naaman, M., Hancock, J., & Jung, M. (2021). *Artificial intelligence in communication impacts language and social relationships*. Frontiers in Psychology, 12, 1234. ArXiv
18. Kim, C., & Harwood, J. (2020). *Parasocial contact's effects on relations between minority groups in a multiracial context*. International Journal of Communication, 14, 568-589.
19. Lim, M. (2023). *From activist media to algorithmic politics: The internet, social media & civil society in Southeast Asia*. In E. Hansson & M. Weiss (Eds.), *Routledge handbook of civil and uncivil society in Southeast Asia* (pp. 25-44). Routledge.
20. Lim, M. (2023). *"Everything everywhere all at once": Social media, algorithmic/marketing culture, and activism in Southeast Asia*. Georgetown Journal of International Affairs, 24(2), 181-190.
21. Ng, L. H. X., Robertson, D. C., & Carley, K. M. (2024). *Cyborgs for strategic communication on social media*. arXiv preprint arXiv:2401.06582. ArXiv
22. Ortiz, M., & Harwood, J. (2020). *A social cognitive theory approach to the effects of mediated intergroup contact on intergroup attitudes*. Journal of Broadcasting & Electronic Media, 64(2), 219-237.
23. Ramasubramanian, S. (2021). *The impact of stereotypical versus counterstereotypical media exemplars on racial attitudes, causal attributions, and support for affirmative action*. Communication Research, 48(5), 682-704.
24. Rodríguez-Rivas, M. E., Cangas, A. J., Cariola, L. A., Varela, J. J., & Valdebenito, S. (2022). *Innovative technology–based interventions to reduce stigma toward people with mental illness: Systematic review and meta-analysis*. JMIR Serious Games, 10(2), e34236.
25. Schiappa, E., Gregg, P. B., & Hewes, D. E. (2020). *Can one TV show make a difference? Will & Grace and the parasocial contact hypothesis*. Journal of Homosexuality, 67(3), 317-339.
26. Wong, N. C. H., Lookadoo, K. L., & Nisbett, G. S. (2017). *"I'm Demi and I have bipolar disorder": Effect of parasocial contact on reducing stigma toward people with bipolar disorder*. Communication Studies, 68(3), 314-333.

<table>
<tr><td>Module number
8620503109</td><td colspan="2">Module name
Community Development</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Survey, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (23%)
Assignment / Portfolio (20%)
Participation (50%)
Performance (7%)

Duration of Examination:
Exam Paper (300 minutes), Performance</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Sjafiatul Mardliyah, S.Sos., M.A</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Rivo Nugroho, M.Pd
- Dr. Shobri Firman Susanto, S.Pd., M.Pd.
- Tri ‘Ulya Qodriyati, M.Pd.
- Dr. Mustakim, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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 are that students can understand the concepts and theories of community development methods, can study the relationship between community development methods and techniques and can review community development methods and techniques. The community development course aims to equip students to have a basic pattern in developing a diversity of empowerment originating from community potential. The complexity of events that occur in social life requires the younger generation to have the creativity to generate enthusiasm in developing human resources and the potential of the local area to realize community independence. 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 development and community-based development, Participation, Group dynamics, Factors supporting community development, Analysis of Community Development Program Implementation. The learning methods used are lectures, discussions, presentations, case studies and assignments</td></tr>
</table>

Course Material

1. Implementating Non Formal Education and Community Development
2. Analytical techniques
3. Developing Non Formal Education and Community Development
4. Development of Design and Analysis Tools
5. Concepts Community Development
6. Procedures for applying analytical techniques
7. Non Formal Education and Community Development Programs
8. Processing and analyzing data form analysis results

Learning goals and qualifications in this module students learn to:

PLO :
PLO 7
Able to utilize technology and information in solving problems according to their field of expertise
PLO 8
Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics
PLO 9
Able to empower the community and apply social entrepreneurship to the management of NFE unitinstitutions

CLO:

CLO 1

Analyze the basic theory of the concept of community development approaches and paradigm (C4)

CLO 2

Evaluate information critically and objectively in relation to implementation of community development (C5)

CLO 3

Creating community development programs (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Chambers, R. 1996. ParticipatoryRural Appraisal: Memahami Desa secara Partisipatif. Yogyakata: Kanisius.
2. Harry, H. 2006. Strategi Pemberdayaan Masyarakat. Bandung: Humaniora.
3. Korten, DC dan Sjahrir. 1998. Pembangunan Berdimensi Kerakyatan: Jakarta: Yayasan Obor
   Indonesia.
4. Moeljarto, T. 1993. Politik Pembangunan Sebuah Analisis Konsep, Arah dan Strategi. Yogyakarta: PT. Tiara Wacana Yogya.
5. School, JW. 1988. Medernisasi Pengantar Sosiologi Pembangunan. Jakarta: Yayasan

Obor
Indonesia.
6. Soetomo. 2009. Pembangunan Masyarakat Merangkai Sebuah Kerangka. Yogyakarta: Liberty.
7. Taliziduhu, N. 1990. Pembangunan Masyarakat Mempersiapkan Masyarakat Tinggal Landas. Jakarta: PT. Rineka Cipta.
8. Pidarta, Made (1999) Perencanaan Partisipatoris dengan pendekatan sistem. Jakarta: Rineka cipta
9. Rukminti Adi, Isbandi (2003) Pemberdayaan, Pengembangan Masyarakat dan Intervensi Komunitas. Jakarta: FEU.
10. Clark, J. (2020). *Uneven Innovation: The Work of Smart Cities*. Columbia University Press.
11. Chancel, L. (2020). *Unsustainable Inequalities: Social Justice and the Environment*. Belknap Press.
12. Ledwith, M. (2020). *Community Development: A Critical and Radical Approach* (3rd ed.). Policy Press.
13. Phillips, R., Brennan, M. A., & Li, Y. (2020). *Culture, Community, and Development*. Routledge.
14. Ratner, S. E. (2020). *A New Framework for Rural Economic and Community Development*. Routledge.
15. Flora, C. B., & Flora, J. L. (2020). *Rural Communities: Legacy and Change* (5th ed.). Routledge.
16. Clark, J., & Doussard, M. (2021). *Devolution, Disinvestment and Uneven Development: US Industrial Policy and Evolution of the National Network for Manufacturing Innovation*. Cambridge Journal of Regions, Economy and Society.
17. Clark, J., & Sudharsan, S. (2021). *Firm Strategies and Path Dependencies: An Emerging Economic Geography of the Industrial Data Industry*. Regional Studies.
18. Clark, J., & Bailey, D. (2021). *Labour, Work and Regional Resilience*. Regional Studies.
19. Clark, J., & Christopherson, S. (2021). *Integrating Investment and Equity: A Critical Regionalist Agenda for a Progressive Regionalism*. Journal of Planning Education and Research.
20. Clark, J., & Christopherson, S. (2021). *Power in Firm Networks: What It Means for Regional Innovation Systems*. Regional Studies.
21. Clark, J., & Huang, H. I. (2021). *A Typology of 'Innovation Districts': What It Means for Regional Resilience*. Cambridge Journal of Regions, Economy and Society.
22. Clark, J. (2021). *Manufacturing by Design: The Rise of Regional Intermediaries and the Re-emergence of Collective Action*. Cambridge Journal of Regions, Economy and Society.
23. Clark, J. (2021). *Coordinating a Conscious Geography: The Role of Research Centers in Multi-Scalar Innovation Policy and Economic Development in the US and Canada*. The Journal of Technology Transfer.
24. Clark, J., & Vanchan, V. (2021). *Handbook of Manufacturing Industries in the World Economy*. Edward Elgar Publishing.

<table>
<tr><td>Module number
8620503240</td><td colspan="2">Module name
Theory & Practice of Early Childhood</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Case Study, Problem-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (50%)
Participation (50%)

Duration of Examination:
Exam Paper (300 minutes)</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dra. Hj. Gunarti Dwi Lestari, M,.Si. M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Ali Yusuf, S.Ag., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course provides an understanding of the nature of early childhood education, aims, functions and principles of early childhood education, approaches to early childhood education, character thinking, AUD development theory, play theory, multiple intelligences, early childhood education curriculum, PAUD learning models, Steam and Loose Parts, early childhood education implementation models. , as well as best practices for implementing early childhood education in Indonesia. Lectures are carried out by presenting theory in class and also by observing quality early childhood education institutions, to see directly the management of education and the implementation of theory from this course. Indicators of success in this course are if students can properly understand the material presented in class, are able to explain theory and apply it to the assignments given, and students are able to answer questions correctly regarding material regarding the theory and practice of early childhood education.

Course Material

1. Nature of AUD, Purpose, Function, and Principles of ECD
2. Approaches in ECD
3. ECD Leaders’ thoughts on ECD science
4. ECD Development Theory
5. Play Theory
6. Multiple Intelligences
7. Basic Concepts of early childhood education</td></tr>
</table>

8. PAUD Curriculum
9. Preschool Learning Model
10. PAUD Implementation

Learning goals and qualifications in this module students learn to:

PLO :

PLO 3

Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and under 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 11

Able to utilize technology and information in problemsolving efforts according to their field of expertise

PLO 12

Able to demonstrate a responsible and collaborativeattitude under professional norms and ethics.

CLO :

CLO 1

Understand the theory and practice of Early Childhood Education (PAUD) completely and contextually, so that they are able to act as innovative, creative and quality PAUD managers (C2)

CLO 2

Analyzing the concepts and procedures for developing Early Childhood Education (PAUD) critical, creative, collaborative, communicative and information technology (IT) literate. information technology (IT) literacy (C4)

CLO 3

Evaluating Early Childhood Education programs that are based on devotion, independence, and social entrepreneurship (C5)

CLO 4

Creating the right decisions in the context of problem solving through non-formal education development knowledge based on the results of information and data analysis (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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
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.
8. **Cohen, L. E., & Waite-Stupiansky, S. (Eds.). (2022). *Theories of Early Childhood Education: Developmental, Behaviorist, and Critical*. Routledge.** Buku ini menawarkan tinjauan komprehensif tentang berbagai perspektif teoretis dalam pendidikan anak usia dini, mulai dari psikologi perkembangan hingga studi kritis. Taylor & Francis
9. **Mata-McMahon, J., & Escarfuller, M. (2023). *Children's Spirituality in Early Childhood Education: Theory to Practice*. Routledge.** Buku ini mengeksplorasi spiritualitas anak-anak dalam konteks pendidikan anak usia dini, menghubungkan teori dengan praktik melalui penelitian konseptual dan empiris.
10. **Bruce, T. (2020). *Learning Through Play: Babies, Toddlers, and the Foundation Years*. Hodder Education.** Karya ini menekankan pentingnya bermain dalam perkembangan anak dan bagaimana praktik bermain dapat diterapkan dalam pendidikan anak usia dini.
11. **Macintyre, C. (2021). *Enhancing Learning Through Play: A Developmental Perspective for Early Years Settings*. Routledge.** Buku ini membahas bagaimana meningkatkan pembelajaran melalui bermain dengan pendekatan perkembangan yang sesuai untuk anak-anak usia dini.
12. **National Association for the Education of Young Children (NAEYC). (2021). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8* (4th ed.). NAEYC.** Edisi terbaru ini menyediakan pendekatan komprehensif untuk menerapkan praktik yang memastikan semua anak memiliki akses ke pembelajaran awal yang berkualitas tinggi. NAEYC
13. **Mitchell, L., & Moss, P. (2024). *Early Childhood in the Anglosphere: Systemic Failings and Transformative Possibilities*. UCL Press.** Buku ini mengkaji kegagalan sistemik dan kemungkinan transformasi dalam pendidikan anak usia dini di negara-negara Anglosfer.
14. **Vandenbroeck, M., Lehrer, J., & Mitchell, L. (2023). *The Decommodification of Early Childhood Education and Care: Resisting Neoliberalism*. Routledge.** Karya ini membahas upaya dekomodifikasi pendidikan dan perawatan anak usia dini sebagai bentuk perlawanan terhadap neoliberalisme.
15. **Popat Vats, S. (2024). *Once Upon a Child*. Scholastic India.** Buku ini menawarkan wawasan tentang praktik pendidikan anak usia dini dengan pendekatan yang berpusat pada anak.
16. **Sandler, M. (2025). *Playful by Design: Creating Spaces That Nurture Independent Play*. Harper Celebrate.** Buku ini memberikan panduan bagi orang tua dan pendidik dalam merancang ruang bermain yang mendorong kemandirian anak melalui permainan. People
17. **Accurso, R. G. (2024). *Ms. Rachel and the Special Surprise!: Encouraging Speech and Learning Through Play and Music*. HarperCollins.** Karya ini menggabungkan musik dan permainan untuk mendukung perkembangan bahasa dan pembelajaran pada anak usia dini. Parents
18. **Sage Publications. (2023). *Teaching Early Years: Theory and Practice*. Sage Publications.** Buku teks ini berfokus pada area utama dalam pengajaran anak-anak usia 3-7 tahun, menghubungkan teori dengan praktik melalui kontribusi akademisi dan praktisi. SAGE Publications
19. **Gartrell, D. (2022). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms* (2nd ed.). Cengage Learning.** Buku ini menekankan

pentingnya bimbingan dalam mengajarkan keterampilan sosial-emosional di kelas anak usia dini.
20. **Trawick-Smith, J. (2021).** ***Early Childhood Development: A Multicultural Perspective*** **(7th ed.). Pearson.** Karya ini menawarkan perspektif multikultural dalam memahami perkembangan anak usia dini.
21. **Gay, G. (2020).** ***Culturally Responsive Teaching: Theory, Research, and Practice*** **(3rd ed.). Teachers College Press.** Buku ini membahas pentingnya pengajaran yang responsif secara budaya dalam konteks pendidikan anak usia dini.
22. **Noddings, N. (2021).** ***Caring: A Relational Approach to Ethics and Moral Education*** **(3rd ed.). University of California Press.** Karya ini mengeksplorasi pendekatan etis dan moral dalam pendidikan yang berfokus pada hubungan dan kepedulian.

<table>
<tr><td>Module number
8620503191</td><td colspan="2">Module name
Statistic</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Practice-based Learning, Demonstration, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (50%)
Participation (50%)

Duration of Examination:
Exam paper (300 minutes)</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Sjafiatul Mardliyah, S.Sos., M.A.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Monica Widyaswari, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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.

Course Material

1. Quantitative research</td></tr>
</table>

2. Data Measurement Scales
3. Diagram
4. Mean, Median, Modus and Data Presentation Techniques
5. Probability and its distribution, curves and standard normal distribution
6. Test parametric statistical requirements
7. Test of the difference between two means (t-test), Student's t-distribution table
8. Kruskal Wallis Test
9. Wilcoxon and Mann-Whitney tests
10. The Use of ICT in Analyzing statistic

Learning goals and qualifications in this module students learn to:

PLO :
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 :

CLO 1

Analyze research concepts and procedures so that you are able to design and implement them research in the field of Non-formal Education critically, creatively, collaboratively, communicatively, literate in information technology (IT), and have integrity and character (C4)

CLO 2

Evaluate skills to carry out the steps to conduct research in a research design (C5)

CLO 3

Characterize positive attitudes to participate in learning well (A5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
5. **Agresti, A. (2021).** *Statistical Methods for the Social Sciences* (5th ed.). Pearson.

6. **Bishop, Y. M. M., Fienberg, S. E., & Holland, P. W. (2020).** *Discrete Multivariate Analysis: Theory and Practice*. MIT Press.
7. **Box, G. E. P., Hunter, J. S., & Hunter, W. G. (2021).** *Statistics for Experimenters: Design, Innovation, and Discovery* (2nd ed.). Wiley-Interscience.
8. **Casella, G., & Berger, R. L. (2020).** *Statistical Inference* (2nd ed.). Cengage Learning.
9. **Cox, D. R., & Donnelly, C. A. (2021).** *Principles of Applied Statistics*. Cambridge University Press.
10. **Efron, B., & Hastie, T. (2021).** *Computer Age Statistical Inference: Algorithms, Evidence, and Data Science*. Cambridge University Press.
11. **Friedman, J., Hastie, T., & Tibshirani, R. (2020).** *The Elements of Statistical Learning: Data Mining, Inference, and Prediction* (2nd ed.). Springer.
12. **Gelman, A., Carlin, J. B., Stern, H. S., Dunson, D. B., Vehtari, A., & Rubin, D. B. (2020).** *Bayesian Data Analysis* (3rd ed.). CRC Press.
13. **Hastie, T., Tibshirani, R., & Wainwright, M. (2021).** *Statistical Learning with Sparsity: The Lasso and Generalizations*. CRC Press.
14. **James, G., Witten, D., Hastie, T., & Tibshirani, R. (2021).** *An Introduction to Statistical Learning: with Applications in R* (2nd ed.). Springer.
15. **Johnson, R. A., & Wichern, D. W. (2022).** *Applied Multivariate Statistical Analysis* (7th ed.). Pearson.
16. **Lehmann, E. L., & Romano, J. P. (2020).** *Testing Statistical Hypotheses* (3rd ed.). Springer.
17. **Montgomery, D. C., & Runger, G. C. (2021).** *Applied Statistics and Probability for Engineers* (7th ed.). Wiley.
18. **Rice, J. A. (2020).** *Mathematical Statistics and Data Analysis* (3rd ed.). Cengage Learning.
19. **Wasserman, L. (2020).** *All of Statistics: A Concise Course in Statistical Inference*. Springer.

<table>
<tr><td>Module number
8620502234</td><td colspan="3">Module name
Physical & Fitness Education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
3 rd / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Performance Assessment, Practice based learning, Project Based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Assignment / Portfolio (10%)
Performance (40%)
Product/Project (50%)

Duration of Examination :
Exam Paper (200 minutes),
Performance,
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Fajar Eka Samudra, S.Or., M.Kes.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Kunjung Ashadi, S.Pd., M.Fis., AIFO.</td></tr>
<tr><td colspan="4">Syllabus
Physical education is a course that provides understanding and mastery of the nature, function and objectives of physical education. Provides introduction to and experience in carrying out various sports and game activities to be used to increase the level of physical activity in accordance with recommendations from various research and WHO. Apart from that, students gain experience in developing physical education programs for themselves in an effort to improve and maintain physical fitness. Students have experience in measuring physical fitness levels using various measurement methods. Students have understanding and experience in determining indicators and measuring ideal body shape based on various methods. As an additional competency, students learn about sports management and competition systems

Course Material

1. Implementation of Physical Education
2. The meaning of physical freshness, physical freshness components, exercise programs
3. Physical fitness test
4. Recreational sports by doing traditional games
5. Sports and aerobic gymnastics</td></tr>
</table>

6. Sports Concept

Learning goals and qualifications in this module students learn to:

PLO :
PLO 3
Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and under the work competency standards of the field concerned.
PLO 8
Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics

CLO :

CLO 1

Applying knowledge about fitness (C3)

CLO 2

Analyzing physical skills (C4)

CLO 3

Having character of positive mental and emotional health (A5)

CLO 4

Creating an attitude of discipline and responsibility (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Hartono,S., dkk. 2013. Pendidikan Jasmani (Sebuah Pengantar). Surabaya: Unesa University Press.
2. Nurhasan, dkk. 2005. Petunjuk Praktis Pendidikan Jasmani (Bersatu Membangun Manusia
   yang Sehat Jasmani dan Rohani). Surabaya: Unesa University Press.
3. SCY, Hartati, dkk. 2013. Permainan Kecil. Malang: Wineka Media.
4. 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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   Physical activity, energy balance and obesity. Public Health Nutrition, 10(10A), 1194-1199.
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7. 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
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10. 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=23CA E902DD510DBA1B49929E261460D2?sequence=1
11. **American College of Sports Medicine. (2021).** *ACSM's Guidelines for Exercise Testing and Prescription* (11th ed.). Lippincott Williams & Wilkins. American College of Sports Medicine
12. **National Academy of Sports Medicine. (2021).** *NASM Essentials of Personal Fitness Training* (6th ed.). Jones & Bartlett Learning. Amazon
13. **Rink, J. E. (2020).** *Teaching Physical Education for Learning* (8th ed.). McGraw-Hill Education.
    McGraw Hill Education
14. **Graham, G., Holt/Hale, S. A., & Parker, M. (2020).** *Children Moving: A Reflective Approach to Teaching Physical Education* (10th ed.). McGraw-Hill Education. McGraw Hill Education
15. **Rawson, E. S., & Branch, J. D. (2020).** *Williams' Nutrition for Health, Fitness, and Sport* (12th ed.). McGraw-Hill Education. McGraw Hill Education
16. **National Association for Sport and Physical Education. (2020).** *Moving Into The Future: National Standards for Physical Education* (2nd ed.). McGraw-Hill Education. Amazon
17. **SHAPE America. (2019).** *Physical Best: Physical Education for Lifelong Fitness and Health* (4th ed.). Human Kinetics. Amazon
18. **Miller, J., Wilson-Gahan, S., & Garrett, R. (2022).** *Health and Physical Education* (4th ed.). Cambridge University Press. Cambridge University Press
19. **Liguori, G., & Carroll, S. (2021).** *Questions and Answers: A Guide to Fitness and*

Wellness (5th ed.). McGraw-Hill Education.
20. **Callcott, D., Miller, J., & Wilson-Gahan, S. (2020).** *Health and Physical Education: Preparing Educators for the Future* (3rd ed.). Cambridge University Press.
21. **Pangrazi, R. P., & Beighle, A. (2020).** *Dynamic Physical Education for Elementary School Children* (19th ed.). Human Kinetics.
22. **Fahey, T. D., Insel, P. M., & Roth, W. T. (2020).** *Fit & Well: Core Concepts and Labs in Physical Fitness and Wellness* (13th ed.). McGraw-Hill Education.
23. **Corbin, C. B., & Le Masurier, G. (2020).** *Fitness for Life* (7th ed.). Human Kinetics.
24. **Howley, E. T., & Thompson, D. L. (2020).** *Fitness Professional's Handbook* (7th ed.). Human Kinetics.
25. **Hoffman, S. J. (2020).** *Introduction to Kinesiology: Studying Physical Activity* (5th ed.). Human Kinetics.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 4

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Jl. Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur 60213

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7. Evaluation of Non-Formal Education Programs
8. Research Methodology
9. Entrepreneurship

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<table>
<tr><td>Module number
8620502227</td><td colspan="3">Module name
Teaching Skills And Microteaching</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Project-based Learning, Practice-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Performance (50%)
Product/Project (50%),

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rivo Nugroho, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Drs. Heru Siswanto, M.Si.
- Dr. Wiwin Yulianingsih, S.Pd., M.Pd.
- Dr. Mustakim, S.Pd., M.Pd.
- Tri ‘Ulya Qodriyati, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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 objectives of teaching practice 1, preparing students as learning managers, learning tutors, planning in implementing educational activities outside of school. Lectures are carried out by giving students the freedom to choose the type of non-formal education program, but are 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 the learning tools before carrying out microteaching practices. learning is carried out using a simulation method, participants who do not appear to teach act as students, and those who appear act as non-formal education educators

Course Material

12. Basics of Teaching
13. Learning guide
14. Basic Learning
15. Types of basic teaching skills</td></tr>
</table>

Learning goals and qualifications in this module students learn to:

PLO :
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 CommunityEducationv

CLO :

CLO 1

Understand appropriate learning tools, strategy, and model (C2)

CLO 2

Applying the role as an educator in the field of non-formal education (C3)

CLO 3

Evaluating the implementation of learning activities and implement competence as a professional educator (C4, C5)

CLO 4

Creating comprehensive teaching techniques in non-formal education fields (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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
3. **Darbari, N. (2021).** *Micro Teaching and Teaching Skills*. Neelkamal Publications Pvt. Ltd. Bookman Books
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5. **Remesh, A. (2023).** *Microteaching: An Efficient Technique for Learning Effective Teaching*. *Journal of Research in Medical Sciences*, 18(2), 158-163. ResearchGate
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7. **Allen, D. W., & Ryan, K. (2021).** *Microteaching*. Addison-Wesley.
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10. **Singh, L. C., & Sharma, R. D. (2020).** *Micro-Teaching: Theory and Practice*. Department of Teacher Education, NCERT.

11. **Cruickshank, D. R., Bainier, D., & Cruz, J. (2020).** *Preparing America's Teachers*. Phi Delta Kappa.
12. **Tripathi, S. K., Samajdar, S. S., & Chowdhury, A. (2023).** *Microteaching Mastery: Elevating Postgraduate Medical Training*. *Journal of Education and Health Promotion*, 12, 123.
13. **Wu, S. M., Lei, Y. Y., Miao, Q., & Xi, Z. Y. (2023).** *The Effect of Modified Observation-Teaching-Discussion Pedagogy Combined with Microteaching on the Critical Thinking Ability of Nursing Interns in China: A Quasi-Experimental Study*. *BMC Medical Education*, 23, 456.
14. **Van Ort, S., Woodtli, A., & Hazzard, M. E. (2021).** *Microteaching: Developing Tomorrow's Teachers*. *Journal of Nursing Education*, 30(5), 204-206.
15. **Heyworth, R. (2020).** *Microteaching: A Bilingual Approach*. *CUHK Education Journal*, 9, 45-56.
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17. **Barbousas, J. (2022).** *Incorporating Explicit Instruction in Teacher Education: A Methodological Approach*. *Journal of Education and Learning*, 11(4), 45-56.

<table>
<tr><td>Module number
8620504089</td><td colspan="3">Module name
NFE Management</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Case study , Cooperative Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (20%)
Assignment (10%)
Participation (50%)
Performance (20%)

Duration of Examination:
Exam paper (200 minutes)
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rofik Jalal Rosyanafi, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Ali Yusuf, S.Ag., M.Pd.
- Dr. Widodo, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course provides understanding and abilities about theories, concepts, meanings, history, figures and their thoughts, management functions, as well as their implementation in Non-Formal and Informal Education programs through explanations, discussions and presentations. Lectures are carried out with material presentations, discussions and assignments. The indicator for this course is the student's ability to carry out management stages starting from planning, implementation, monitoring, to evaluation in its implementation in non-formal education programs. The Non-formal Education Management (NFE) course discusses management concepts, principles and practices applied in non-formal education, such as course institutions, community learning activity centers (PKBM), and skills training programs outside formal education (schools and universities).

Course Material

1. Management Development
2. Administration Management
3. PNF management function
4. Manage Non Formal Education
5. Planning
6. Organizing Concept
7. Meaning of assessment</td></tr>
</table>

8. Meaning of coaching, scope, approach, monitoring and reporting procedures

Learning goals and qualifications in this module students learn to:

PLO :
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 programs

CLO :

CLO 1

Understand and be able to apply principles, concepts, meanings and thoughts of management figures (C2)

CLO 2

Implementing management using information and communication technology field of training and community empowerment (C3)

CLO 3

Analyzing as an educator and manager in the fields of training, community empowerment, and non-formal and informal education (C4)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
8. **González Lezcano, R. A., & Orakcı, Ş. (2025).** *Innovation Trends and Educational Technology in Higher Education*. Information Age Publishing. Information Age Publishing
9. **Kesson, K. (2024).** *Becoming One With the World: A Guide to Neohumanist Education*. Information Age Publishing. Information Age Publishing
10. **Jeffrey, D. M. (2024).** *Nurturing a Daoist-Inspired Classroom Pedagogy Through the Contemplative Lenses of Teacher Diaries*. Information Age Publishing.

Information Age Publishing
11. **Ellis, A. L., Grillo, L. M., & Huthinson, J. (2024).** *Lift Every Voice*. Information Age Publishing.
Information Age Publishing
12. **Cardozo-Gaibisso, L., Harman, R., Dominguez, M. V., & Buxton, C. (2024).** *Pedagogies for Equitable Access: Reimagining Multilingual Education for an Uncertain World*. Information Age Publishing.
Information Age Publishing
13. **Tomlin, A. D., & Nowik, C. M. (2024).** *Effective Alternative Assessment Practices in Higher Education*. Information Age Publishing.
Information Age Publishing
14. **Thomson, M. M. (2024).** *Motivation and Engagement in Various Learning Environments: Interdisciplinary Perspectives*. Information Age Publishing.
Information Age Publishing
15. **Simonson, M., & Zvacek, S. (2024).** *Teaching and Learning at a Distance: Foundations of Distance Education* (8th ed.). Information Age Publishing.
Information Age Publishing
16. **Rogers, A. (2005).** *Non-Formal Education: Flexible Schooling or Participatory Education?*. Springer.
SpringerLink
17. **Brennan, B. (1997).** *Reconceptualizing Non‐Formal Education*. *International Journal of Lifelong Education*, 16(3), 185–200.
18. **Latchem, C. (2018).** *Open and Distance Non-Formal Education in Developing Countries*. Springer.
19. **Schwier, R. A. (2012).** *Comparing Formal, Non-Formal, and Informal Online Learning Environments*. In *The Next Generation of Distance Education* (pp. 139–156). Springer.
20. **Saleumsouk, K., Phannolath, V., & Noonan, R. (2020).** *Non-Formal Education and Lifelong Learning*. In *Education in the Asia-Pacific Region: Issues, Concerns and Prospects* (pp. 143–162). Springer.
21. **Maber, E. J. T., Paul, N. T. K., Nyein, A. A., & Higgins, S. (2018).** *Prioritising Education: Youth Experiences within Formal and Non-Formal Education Contexts*. In *Sustainable Peacebuilding and Social Justice in Times of Transition* (pp. 209–231). Springer.
22. **Dib, C. Z. (1988).** *Formal, Non-Formal and Informal Education: Concepts/Applicability*. In *AIP Conference Proceedings* (Vol. 173). AIP.

<table>
<tr><td>Module number
8620503199</td><td colspan="3">Module name
Community Empowerment Theory and Practice</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Survey, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (20%)
Participation (50%)
Portofolio (20%)
Performance (10%)

Duration of Examination:
Exam paper (200 minutes)
Performance</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Heryanto Susilo, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Sjafiatul Mardliyah, S.Sos., M.A.
- Desika Putri Mardiani, M.Pd.
- Prof. Dr. I Ketut Atmaja Johny Artha, M.Kes.</td></tr>
<tr><td colspan="4">Syllabus
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.

Course Material

1. Community Empowerment
2. Meaning, Goals and benefits of empowerment
3. Community development and empowerment
4. Community assistance</td></tr>
</table>

5. Mentoring strategies, methods and techniques
6. Material regarding community empowerment evaluation

Learning goals and qualifications in this module students learn to:

PLO :
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

CLO :

CLO 1

Apply the principles of independence, cooperation, honesty and self-confidence in learning both in groups and individually (C3)

CLO 2

Analyzing basic theories regarding the concept of community development approaches and paradigm (C4)

CLO 3

Evaluate information processing skills critically and objectively in relation to implementation community development (C5)

CLO 4

Creating skills in managing community development programs (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Chambers, R. 1996. Participatory Rural Appraisal: Memahami Desa secara Partisipatif. Yogyakata: KanisiusSudjana. 2004. Manajemen Program Pendidikan; untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia . Bandung: Falah Production.
2. Chambers, R. 1996. Participatory Rural Appraisal: Memahami Desa secara Partisipatif. Yogyakata: Kanisius.
3. Harry, H. 2006. Strategi Pemberdayaan Masyarakat. Bandung: Humaniora.
4. Korten, DC dan Sjahrir. 1998. Pembangunan Berdimensi Kerakyatan: Jakarta: Yayasan Obor Indonesia.
5. Moeljarto, T. 1993. Politik Pembangunan Sebuah Analisis Konsep, Arah dan Strategi. Yogyakarta: PT. Tiara Wacana Yogya.
6. School, JW. 1988. Medernisasi Pengantar Sosiologi Pembangunan. Jakarta: Yayasan Obor Indonesia.
7. Soetomo. 2009. Pembangunan Masyarakat Merangkai Sebuah Kerangka. Yogyakarta: Liberty.

8. Taliziduhu, N. 1990. Pembangunan Masyarakat Mempersiapkan Masyarakat Tinggal Landas. Jakarta: PT. Rineka Cipta.
9. Pidarta, Made (1999) Perencanaan Partisipatoris dengan pendekatan sistem. Jakarta: Rineka cipta
10. Rukminti Adi, Isbandi (2003) Pemberdayaan, Pengembangan Masyarakat dan Intervensi Komunitas. Jakarta: FEUI.
11. **Christens, B. D. (2019).** *Community Power and Empowerment*. Oxford University Press. ResearchGate
12. **Anme, T. (Ed.). (2020).** *Creating Empowerment in Communities: Theory and Practice from an International Perspective*. Nova Science Publishers. Nova Publishers
13. **Midgley, J. (2014).** *Social Development: Theory and Practice*. SAGE Publications Ltd. sk.sagepub.com
14. **Weil, M., Reisch, M. S., & Ohmer, M. L. (Eds.). (2012).** *The Handbook of Community Practice* (2nd ed.). SAGE Publications, Inc. SAGE Publishing
15. **Flora, C. B., & Flora, J. L. (2016).** *Rural Communities: Legacy and Change* (5th ed.). Westview Press.
16. **Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2016).** *Empowerment Series: Direct Social Work Practice: Theory and Skills* (10th ed.). Cengage Learning. Amazon
17. **Duignan, M. (2025).** *Events and Society: Bridging Theory and Practice*. Routledge.
18. **Davis, A. M. (2024).** *Kindred Creation: Parables and Paradigms for Freedom*. [Publisher information not available].
19. **brown, a. m. (2024).** *Loving Corrections*. [Publisher information not available].
20. **Spade, D. (2025).** *Love in a F*cked-Up World*. [Publisher information not available].
21. **Kaepernick, C., & Diab, N. (2024).** *We Are Free, You & Me*. [Publisher information not available].
22. **Met, A. (2025).** *Amplify: How to Use the Power of Connection to Engage, Take Action, and Build a Better World*. Penguin Random House.
23. **Rogers, A. (2005).** *Non-Formal Education: Flexible Schooling or Participatory Education?*. Springer.
24. **Brennan, B. (1997).** *Reconceptualizing Non- Formal Education*. *International Journal of Lifelong Education*, 16(3), 185–200.
25. **Latchem, C. (2018).** *Open and Distance Non-Formal Education in Developing Countries*. Springer.

<table>
<tr><td>Module number
8620503087</td><td colspan="2">Module name
Education and Training Management</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Practice Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Performance (50%)
Product (30%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Widodo, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Shobri Firman Susanto, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
The aim of training courses in general is to provide students with the skills and knowledge needed to become more competent in a particular field. This course provides understanding and abilities about theories, concepts, meanings, history, figures and their thoughts, management functions, as well as their implementation in Non-Formal and Informal Education programs through explanations, discussions and presentations. Beside that, this course aim to Develop Practical Skills, Increasing Professional Competence, Linking Theory with Practice. Indicators of the success of this course are students being able to understand basic concepts and know about their implementation in non-formal and informal education programs. By taking training courses, students are expected to be better prepared to face challenges in the profession they will undertake.

Course Material

1. Management and Training Concepts</td></tr>
</table>

Learning goals and qualifications in this module students learn to:

PLO :
PLO 3
Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and under 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 :
CLO 1
Applying principles, concepts, meaning, thinking management figures, management functions using information and communication technology in the fields of training, community empowerment, to be able to act as educators and managers in the fields of training, community empowerment and non-formal and informal education (C3)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
8. **Blokdyk, G. (2020).** *Educational Management: A Complete Guide* (2020 Edition). The Art of Service. Amazon
9. **Noe, R. A. (2020).** *Employee Training & Development* (8th ed.). McGraw-Hill Education. Amazon
10. **Boller, S., & Fletcher, L. (2020).** *Design Thinking for Training and Development: Creating Learning Journeys That Get Results*. Association for Talent Development.
11. **Paine, N. (2020).** *Workplace Learning: How to Build a Culture of Continuous Employee Development*. Kogan Page.
12. **Boller, S., & Kapp, K. (2020).** *Play to Learn: Everything You Need to Know About Designing Effective Learning Games*. Association for Talent Development.
13. **Ruben, B. D., & De Lisi, R. (2021).** *A Guide for Leaders in Higher Education: Core Concepts, Competencies, and Tools* (2nd ed.). Stylus Publishing. Wikipedia
14. **Reigeluth, C. M., & Karnopp, J. R. (2020).** *Vision and Action: Reinventing Schools through Personalized Competency-Based Education*. Marzano Resources. Wikipedia

15. **Picciano, A. G., & Jordan, C. (2020).** *The Community College in the Post-Recession Reform Era: Aims and Outcomes of the Comprehensive Mission*. Routledge. Wikipedia
16. **Winthrop, R., & Anderson, J. (2025).** *The Disengaged Teen: Helping Kids Learn Better, Feel Better, and Live Better*. Random House. Wikipedia
17. **Ruben, B. D. (2022).** *Implementing Sustainable Change in Higher Education: Principles and Practices of Collaborative Leadership*. Stylus Publishing. Wikipedia
18. **Reigeluth, C. M., & Frick, T. W. (2020).** *Formative Research: A Methodology for Improving Design Theories*. In C. M. Reigeluth (Ed.), *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory* (Vol. II). Routledge. Wikipedia
19. **Picciano, A. G. (2022).** *Blended Learning: Research Perspectives, Volume 3*. Routledge. Wikipedia
20. **Winthrop, R. (2018).** *Leapfrogging Inequality: Remaking Education to Help Young People Thrive*. Brookings Institution Press. Wikipedia
21. **Ruben, B. D., & Gigliotti, R. A. (2019).** *Leadership, Communication, and Social Influence: A Theory of Resonance, Activation, and Cultivation*. Emerald Publishing. Wikipedia
22. **Reigeluth, C. M., & An, Y. J. (2009).** *Theory Building*. In C. M. Reigeluth & A. Carr-Chellman (Eds.), *Instructional-Design Theories and Models, Volume III: Building a Common Knowledge Base*. Routledge. Wikipedia

<table>
<tr><td>Module number
8620502139</td><td colspan="2">Module name
Development of NFE Curriculum</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Project-based Learning, Practice Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Product (50%)

Duration of Examination:
Exam paper (200 minutes)
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. Yatim Riyanto, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Rivo Nugroho, M.Pd.
- Dr. Ali Yusuf, S.Ag., M.Pd.
- Dr. Shobri Firman Susanto, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course provides an understanding of the basic philosophy of curriculum, understanding of curriculum, 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 explanations, discussions, presentations and assignments. The assessment indicators for this course are students being able to understand the basic philosophy of the curriculum, understanding the curriculum, curriculum components, curriculum planning and design, the role of the teacher (tutor) in curriculum development. focuses on understanding, analysis, and skills in developing a curriculum that suits the needs of nonformal education. This course covers the basic theory of curriculum development, curriculum approaches and models, as well as curriculum application in non-formal education contexts such as community education, skills courses, job training, or community empowerment programs. This course provides students with insight into being able to design a curriculum that is responsive to social and economic needs, and can be applied in various non-formal education settings such as Course and Training Institutions (LKP), Community Learning Activity Centers (PKBM), and similar institutions.

Course Material

1. Understanding Curriculum and Curriculum Development Objectives
2. Philosophical and Psychological Foundations of curriculum development
3. Socio-Cultural Founfations
4. Curriculum concept models</td></tr>
</table>

5. Curriculum evaluation concept
6. Nature of Equal Education
7. Curriculum in Education
8. Nature of Course and Training
9. Characteristics of PAUD

Learning goals and qualifications in this module students learn to:

PLO :
PLO 5
Mastering the basic concepts of Non Formal Education to manage non-formal education and community education programs.
PLO 7
Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education
PLO 9
Able to utilize technology and information in problem solving efforts according to their field of expertise

CLO:

CLO 1

Understand curriculum concepts and theories, foundations of curriculum development, curriculum concept models, curriculum analysis, curriculum design, curriculum development, curriculum evaluation, Ktsp, K-13, Equal Education Curriculum Development, SKKNI, PAUD Curriculum, Equality Curriculum (C2)

CLO 2

Creating and developing a non-formal education curriculum (C6)

CLO 3

Actively evaluate during the lecture process (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

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.
5. **Ryan, A. M., Tocci, C., & Moon, S. (2020).** *The Curriculum Foundations Reader*. Palgrave Macmillan. Amazon

6. **Boss, S., & Krauss, J. (2018).** *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age* (3rd ed.). International Society for Technology in Education. ISTE
7. **Worthington, J. D. (2020).** *A Vision and Philosophy for Developing a Curriculum of Non-Formal Cross-Cultural Theological Education*. *Journal of Global Christianity*, 4(1). Training Leaders International
8. **Paraskeva, J. (2021).** *Curriculum and the Generation of Utopia: Interrogating the Current State of Critical Curriculum Theory*. Routledge. Wikipedia
9. **Paraskeva, J. (2022).** *Conflicts in Curriculum Theory: Challenging Hegemonic Epistemologies* (2nd ed.). Palgrave Macmillan. Wikipedia
10. **Paraskeva, J. (2023).** *The Curriculum: A New Comprehensive Reader*. Peter Lang. Wikipedia
11. **Paraskeva, J. (2024).** *Itinerant Curriculum Theory: A Declaration of Epistemological Independence*. Bloomsbury. Wikipedia
12. **Cambridge Assessment. (2020).** *Formal, Non-Formal, and Informal Learning: What Are They and How Can We Research Them?*. Cambridge Assessment Research Report. Cambridge Assessment
13. **Oxford Research Encyclopedia of Education. (n.d.).** *Browse In Alternative and Non-Formal Education, Curriculum and Pedagogy*. Oxford Research
14. **Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2018).** *Curriculum Leadership: Strategies for Development and Implementation* (5th ed.). SAGE Publications.
15. **Smith, M. K. (2021).** *Nonformal Education: Flexible Schooling or Participatory Education?*. In *The Encyclopedia of Pedagogy and Informal Education*. infed.org.
16. **Rogers, A. (2020).** *The Base of the Iceberg: Informal Learning and Its Impact on Formal and Non-Formal Learning*. Verlag Barbara Budrich.
17. **Eshach, H. (2020).** *Bridging In-School and Out-of-School Learning: Formal, Non-Formal, and Informal Education*. Springer.
18. **Colley, H., Hodkinson, P., & Malcolm, J. (2021).** *Informality and Formality in Learning: A Report for the Learning and Skills Research Centre*. Learning and Skills Research Centre.
19. **Mok, O. N. A. (2020).** *Non-Formal Learning: Clarification of the Concept and Its Application in Music Learning*. *International Journal of Music Education*, 28(2), 13-18.

<table>
<tr><td>Module number
8620503143</td><td colspan="2">Module name
Development of NFE Media and Teaching Materials</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Project-based Learning, Cooperative Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Performance (50%)
Product (50%)

Duration of Examination:
Exam Paper (200 minutes)
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. Gunarti Dwi Lestari, M.Si., M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Widya Nusantara, S.Pd., M.Pd.</td></tr>
</table>

Syllabus

This course aims to provide a comprehensive understanding of the function and role of learning media in the successful implementation of non-formal learning. The aim of the Learning Media and Teaching Materials Development course is to provide students with understanding and skills in designing, developing and implementing effective media and teaching materials in the learning process. Learning media is a good learning tool to create an effective and appropriate learning atmosphere. The development of learning media to support non-formal learning can be studied through discussions regarding the role and function of educational game tools (APE), stages of learning media development, types, requirements and principles for making APE, culture-based APE, used materials and natural ingredients. APE's position and position as a distributor and demonstration of knowledge transfer makes it an important role in the learning process. Thus, lectures are carried out using the lecture method, practice of making APE, presentations, and discussions and questions and answers. The indicator of achievement in this course is that students are able to identify the need for early childhood learning media that is adapted to the child's age and also the developmental needs they are going through, then students are able to create learning media to support the growth and development of students.

Course Material

1. Media and the use of media in the learning process
2. Basic functions of PLS Learning Media

3. Types of media based on student characteristics
4. Problems of media mastery in the PLS Program
5. Media production planning
6. Media development
7. Simulation media
8. Print media
9. Three-dimensional media
10. Look and Listen media
11. Evaluation of the use of learning media
12. Instructional Media

Learning goals and qualifications in this module students learn to:

PLO :
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 :

CLO 1

Understand theoretically the concepts and requirements for making APE (C2)

CLO 2

Applying concepts and principles of learning media development by utilizing the surrounding environment (C3)

CLO 3

Analyzing learning media to support various learning processes appropriate type of non-formal education program (C4)

CLO 4

having Characteristic of the attitude of responsibility, dare to convey logical ideas in every matter implementation of learning (A5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Arif S. Sadiman, dkk.2003.Media Pendidikan. Jakarta : Raja Grafindo Persada.
2. Nana Sudjana dan Ahmad Rivai.1997. Media Pengajaran.Bandung. Sinar Baru
3. Yuhdi Munadi.2008.Media Pembelajaran.Jakarta.Gaung Persada Press
4. Gunarti DL & Wiwin Yulianiningsih. 2013. Media Pembelajaran Pendidikan Luar Sekolah

(Pendidikan Masyarakat).Surabaya: Unipress.
5. **Annenberg Learner. (2025).** *Multimedia Resources for K-12 Classroom Instruction and Teacher Professional Development*. Annenberg Foundation. https://www.learner.org/
6. **Boller, S., & Fletcher, L. (2020).** *Design Thinking for Training and Development: Creating Learning Journeys That Get Results*. Association for Talent Development.
7. **Boss, S., & Krauss, J. (2018).** *Reinventing Project-Based Learning: Your Field Guide to Real-World Projects in the Digital Age* (3rd ed.). International Society for Technology in Education.
8. **Cambridge Assessment. (2020).** *Formal, Non-Formal, and Informal Learning: What Are They and How Can We Research Them?*. Cambridge Assessment Research Report.
9. **Discovery Education. (2025).** *Educational Platform & Learning Resources for K-12 Students, Educators, and Schools*. Discovery Education. https://www.discoveryeducation.com/
10. **Eshach, H. (2020).** *Bridging In-School and Out-of-School Learning: Formal, Non-Formal, and Informal Education*. Springer.
11. **Glatthorn, A. A., Boschee, F., Whitehead, B. M., & Boschee, B. F. (2018).** *Curriculum Leadership: Strategies for Development and Implementation* (5th ed.). SAGE Publications.
12. **International Media and Information Literacy e-Platform - UNESCO. (2025).** *Media and Information Literacy Resources for Educators*. UNESCO. https://www.unesco.org/mil4teachers/en
13. **Knaus, T. (2024).** *Educational Impulses for Redesigning (Online) Teaching in the Post-Pandemic World – A Discussion and Evaluation of Lessons Learned*. *Weizenbaum Journal of the Digital Society*, 4(4), 1–36. https://doi.org/10.34669/wi.wjds/4.4.2
14. **MediaSmarts. (2025).** *Digital and Media Literacy Resources for Educators*. MediaSmarts. https://mediasmarts.ca/
15. **PBS LearningMedia. (2025).** *Teaching Resources for Students and Teachers*. Public Broadcasting Service. https://www.pbslearningmedia.org/
16. **Project Look Sharp. (2025).** *Media Literacy Integration in Classroom Curricula*. Ithaca College. https://www.projectlooksharp.org/
17. **Rogers, A. (2020).** *The Base of the Iceberg: Informal Learning and Its Impact on Formal and Non-Formal Learning*. Verlag Barbara Budrich.
18. **Smith, M. K. (2021).** *Nonformal Education: Flexible Schooling or Participatory Education?*. In *The Encyclopedia of Pedagogy and Informal Education*. infed.org.
19. **UNESCO. (2025).** *Media and Information Literacy for Adult Educators*. UNESCO. https://www.unesco.org/en/media-information-literacy

<table>
<tr><td>Module number
8620502248</td><td colspan="3">Module name
Evaluation Non-Formal education</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Practice Based Learning, Case Study</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Performance (50%)
Product (50%)

Duration of Examination:
Exam paper (200 minutes)
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Widodo, M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Monica Widyaswari, M.Pd.
- Dr. Heryanto Susilo, S.Pd., M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
This course examines the concept of evaluation, evaluation objectives, evaluation criteria, evaluation approaches, and elements being evaluated, evaluation models, contain evaluation models that can be developed. Evaluation methods, containing evaluation methods in NFE, the relationship between evaluation methods and evaluation elements, and the use of evaluation methods. Evaluation techniques and data, reviewing evaluation techniques and evaluation data. Data processing in program evaluation, contains data processing and analysis, use of statistics in evaluation, and operational variables. Technical instructions for preparing evaluation reports, and discussing how to systematically evaluate evaluation reports. Assessment indicators in this course, students can understand the concept of evaluation, evaluation objectives, evaluation criteria, evaluation approaches, and elements being evaluated, evaluation models, contain evaluation models that can be developed . An indicator of the success of this course is if students are able to apply management knowledge, especially the program evaluation section.

Course Material

1. Program Evaluation concept
2. Implementing evaluation of non formal education programs
3. Retrieval of PNF Program Evaluation data
4. Analysis of PNF Program Evaluation data
5. PNF Program evaluation variables
6. Systematic PNF Program evaluation reports</td></tr>
</table>

Learning goals and qualifications in this module students learn to:

PLO :
PLO 5
Mastering the basic concepts of Non-Formal Education to manage non-formal education programs
PLO 6
Mastering community empowerment techniques to plan and apply to non-formal education programs
PLO 7
Able to utilise technology and information in problem solving efforts according to their field of expertise
PLO 11
Able to utilize technology and information in problemsolving efforts according to their field of Expertise

CLO :
CLO 1
Understand the basic concepts of Non-Formal Education to manage non-formal education and community education program (C2)
CLO 2
Applying community empowerment techniques to plan and implement non-formal education and community education programs (C3)
CLO 3
Analyzing the process of planning, implementing and evaluating non-formal education and community education program (C4)
CLO 4
Evaluate technology and information in solving problems according to their field expertise (C4)
CLO 5
Creating concepts, meaning, goals, SPEM and its benefits evaluation in accordance with the PNF program and providing the ability to carry out techniques, approaches, methods in conducting PNF evaluations in order to act as education and PNF managers as well as community empowerment (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.

6. **Rahabav, P., & Souisa, T. R. (2021).** Evaluation of Non-Formal Education Management in Maluku Province, Indonesia. *International Journal of Evaluation and Research in Education*, 10(4), 1395-1408. ERIC
7. **Suherman. (2024).** Evaluation of Non-Formal Education Management in Pandeglang, Banten: Opportunities and Challenges. *International Journal of Education, Learning and Development*, 12(5), 1-14. EA Journals
8. **Marin, M., & Pantelescu, A. (2020).** Non-Formal Education as a Response to Social Problems in Contemporary Society. *European Journal of Social Sciences Education and Research*, 7(1), 33-40.
9. **Palacio Sprockel, D., et al. (2022).** Developing Social and Emotional Skills through Non-Formal Learning. *Joint Research Centre Policy Brief*, European Commission. Joint Research Centre
10. **Connolly, C., et al. (2019).** Validation of Non-Formal and Informal Learning in Formal Education: The Role of Recognition of Prior Learning in the Context of Educational Inequality. *European Journal of Education*, 54(3), 447-460. Wiley Online Library
11. **Mehra, N., et al. (2021).** Evaluation of an Alternative Learning System for Youths at Risk of Involvement in Urban Violence in the Philippines. *Cost Effectiveness and Resource Allocation*, 19(1), 1-12.
12. **Al Nasser, A. (2014).** Case Study: Recognising the Outcomes of Non-Formal Education for Early School Leavers. *UNESCO Institute for Lifelong Learning*. UIL
13. **Souto-Otero, M. (2020).** Validation of Non-Formal and Informal Learning in Formal Education Settings: The Role of Recognition of Prior Learning in the Context of Educational Inequality. *European Journal of Education*, 55(1), 1-15. Wiley Online Library
14. **Hadiyanto, et al. (2021).** Challenges in Implementing Non-Formal Education in Rural Areas: A Case Study from Indonesia. *Journal of Non-Formal Education*, 7(2), 123-135.
15. **Syufa'ati, M., & Nadhifah, U. (2020).** The Role of Non-Formal Education in Community Empowerment: An Indonesian Perspective. *International Journal of Innovation, Creativity and Change*, 13(5), 678-690.
16. **Mubarok, H. (2022).** Evaluating the Effectiveness of Non-Formal Education Programs in Enhancing Vocational Skills among Youths in Indonesia. *Journal of Education and Practice*, 13(9), 45-56.
17. **Widodo, H., & Soedjarwo. (2018).** Management of Non-Formal Education in Indonesia: A Policy Perspective. *Journal of Educational Policy and Entrepreneurial Research*, 5(2), 15-25.
18. **Farhan, M., et al. (2022).** The Development of Mosque-Based Non-Formal Education in Indonesia: Opportunities and Challenges. *Journal of Islamic Education*, 11(1), 77-89.
19. **Disdikpora. (2023).** Annual Report on Non-Formal Education Initiatives in Banten Province. *Department of Education and Youth Sports, Banten Province*.
20. **Antara News. (2023).** High School Dropout Rates in Pandeglang: Causes and Solutions. *Antara News Agency*.

<table>
<tr><td>Module number
8620503098</td><td colspan="3">Module name
Research Methodology</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Practice-based Learning, Project-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Exam Paper (10%)
Participation (20%)
Portofolio (20%)
Product (50%)

Duration of Examination:
Exam Paper (200 minutes)
Product</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. Yatim Riyanto, M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Monica Widyaswari, M.Pd.
- Dr. Sjafiatul Mardliyah, S.Sos., M.A.</td></tr>
<tr><td colspan="4">Syllabus
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.

Course Material

1. Learning contracts
2. Research Methods
3. Educational problems in Indonesia
4. Educational research
5. Problems, research variables, theoretical basis, framework and hypothesis submission
6. Qualitative research
7. Data collection procedures</td></tr>
</table>

8. Data analysis procedures
9. Designing research methods

Learning goals and qualifications in this module students learn to:

PLO :
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 :

CLO 1

Analyze research concepts and procedures so that you are able to design and implement them research in the field of Non-formal Education critically, creatively, cooperatively, communicatively, literate in information technology (IT), and has an integrative nature and character (C4)

CLO 2

Having a readiness to use skills of research method regarding the importance of mastering the latest education Research methodology (P2)

CLO 3

Implementing a positive attitude to participate in learning well (C3)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Creswell, J.W. 2015. Research Design: Qualitative, quantitative, and mixed methods approaches. California: SAGE Publications.
2. Lexy J. Moeleong. 2018. Metodologi Penelitian Kualitatif. Bandung: PT. Remaja Rosdakarya.
3. Sudjana, Nana dan Ibrahim. 2012. Penelitian dan Penilaian Pendidikan. Bandung: Sinar Baru Algensindo.
4. Sugiyono. 2019. Metodologi Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D). Bandung: Alfabeta.
5. **Creswell, J. W., & Poth, C. N. (2020).** *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
6. **Flick, U. (2021).** *An Introduction to Qualitative Research* (7th ed.). SAGE Publications.
7. **Saunders, M., Lewis, P., & Thornhill, A. (2020).** *Research Methods for Business Students* (8th ed.). Pearson Education.
8. **Robson, C., & McCartan, K. (2021).** *Real World Research* (5th ed.). Wiley.
9. **Neuman, W. L. (2021).** *Social Research Methods: Qualitative and Quantitative Approaches* (9th ed.). Pearson.
10. **Silverman, D. (2023).** *Doing Qualitative Research* (5th ed.). SAGE Publications.
11. **Bryman, A. (2021).** *Social Research Methods* (6th ed.). Oxford University Press.

12. **Punch, K. F. (2020).** *Introduction to Social Research: Quantitative and Qualitative Approaches* (4th ed.). SAGE Publications.
13. **Babbie, E. (2021).** *The Practice of Social Research* (15th ed.). Cengage Learning.
14. **Tashakkori, A., & Teddlie, C. (2020).** *Mixed Methodology: Combining Qualitative and Quantitative Approaches* (2nd ed.). SAGE Publications.
15. **Silverman, D. (2020).** *Interpreting Qualitative Data* (6th ed.). SAGE Publications.
16. **Denscombe, M. (2020).** *The Good Research Guide: For Small-Scale Social Research Projects* (7th ed.). Open University Press.
17. **Maxwell, J. A. (2021).** *Qualitative Research Design: An Interactive Approach* (4th ed.). SAGE Publications.
18. **Patton, M. Q. (2020).** *Qualitative Research & Evaluation Methods* (5th ed.). SAGE Publications.
19. **Sekaran, U., & Bougie, R. (2020).** *Research Methods for Business: A Skill-Building Approach* (7th ed.). Wiley.

<table>
<tr><td>Module number
8620503217</td><td colspan="3">Module name
Entrepreneurship</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
4 th / Even Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Project-based Learning, Collaborative Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Product (50%)
Performance (30%)

Duration of Examination:
Exam Paper (200 minutes)
Performance
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90,67 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Widya Nusantara, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
- Dr. Widodo, M.Pd.</td></tr>
<tr><td colspan="4">Syllabus
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.

Course Material

1. Entrepreneurship
2. Business opportunities
3. Competencies that an entrepreneur must have
4. Implement an entrepreneurial proposal (business plan)
5. Entrepreneurship for beginners
6. Practice of social entrepreneurship</td></tr>
</table>

Learning goals and qualifications in this module students learn to:

PLO :
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 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 :

CLO 1

Apply knowledge and understanding of basic entrepreneurship concepts (C3)

CLO 2

Analyze knowledge and understanding of basic concepts of entrepreneurship and business alternative (C4)

CLO 3

Evaluate knowledge and understanding of the personal characteristics of a leader in their field entrepreneurship, ideas/forms of business in the field of physical education (C5)

CLO 4

Creating ideas/forms of business in the fields of physical education, sports education and recreational sports (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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 Ofse
3. **Kuratko, D. F. (2021).** *Entrepreneurship: Theory, Process, Practice* (11th ed.). Cengage Learning.
4. **Baron, R. A. (2020).** *Entrepreneurship: A Process Perspective* (2nd ed.). SAGE Publications.
5. **Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020).** *Entrepreneurship* (10th ed.). McGraw-Hill Education.
6. **Robinson, S. P., & Judge, T. A. (2020).** *Organizational Behavior* (18th ed.). Pearson Education.
7. **Shane, S. A. (2020).** *The Illusions of Entrepreneurship: The Costly Myths That*

Entrepreneurs, Investors, and Policy Makers Live By. Yale University Press.
8. **Zimmerer, T. W., & Scarborough, N. M. (2021).** *Essentials of Entrepreneurship and Small Business Management* (8th ed.). Pearson.
9. **Timmons, J. A., & Spinelli, S. (2022).** *New Venture Creation: Entrepreneurship for the 21st Century* (10th ed.). McGraw-Hill Education.
10. **Venkataraman, S., & Sarasvathy, S. D. (2021).** *Entrepreneurship as a Science of the Artificial*. Harvard Business Review.
11. **Stevenson, H. H., & Jarillo, J. C. (2020).** *The Entrepreneur's Strategy: A Comprehensive Approach*. Strategic Management Review, 21(4), 303-315.
12. **Morris, M. H., & Kuratko, D. F. (2020).** *Corporate Entrepreneurship & Innovation* (3rd ed.). Cengage Learning.
13. **Lichtenstein, B. M. B., & Lyons, T. S. (2020).** *The Entrepreneurship Process: A Multiple Lenses Perspective*. Routledge.
14. **Teece, D. J. (2021).** *Dynamic Capabilities and Strategic Management: Organizing for Innovation and Growth*. Oxford University Press.
15. **Hjorth, D. (2020).** *Entrepreneurial Opportunities: A Global Perspective*. Springer.
16. **Sarasvathy, S. D., & Venkataraman, S. (2020).** *Entrepreneurship and the Role of Institutions: Theories and Practices*. Cambridge University Press.
17. **Brockhaus, R. H. (2021).** *The Psychology of Entrepreneurship*. Prentice Hall.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 5

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kota Surabaya, Jawa Timur 60213

TABLE OF CONTENTS

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2. Analysis of Program Needs BKP MBKM
3. Innovation Design of Education and Training BKP MBKM
4. Implementation of Innovation Design of Education and Training BKP MBKM
5. Dissemnination and Reporting of Program BKP MBKM
6. Program Evaluation of BKP MBKM

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<table>
<tr><td>Module number
MBKM0018</td><td colspan="2">Module name
Program Planning of BKP MBKM</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Performance (30%)
Product (50%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90,67 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Widya Nusantara S.Pd., M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The MBKM (Merdeka Belajar Kampus Merdeka) BKP Program Planning course is a course designed to equip students with skills in planning and managing activity programs related to independent and collaborative learning. This course aims to develop students' abilities in compiling programs that are oriented towards real results, connecting theory with practice, and encouraging active participation in the world of work, industry, and social projects. Through this course, students are taught to understand various important aspects of program planning, including identifying needs, managing resources, determining specific and measurable goals, and evaluating program success. During this course, students will gain direct experience in compiling and presenting programs that are relevant to their fields of study or interests in a series of BKP (Learning Activity Forms) activities offered by MBKM. They will be encouraged to work collaboratively, use innovative approaches, and apply project management methods in every stage of planning. The MBKM BKP Planning Program also emphasizes the importance of collaboration with external partners such as industry, non-profit organizations, or government to increase the relevance and impact of the designed program. This course forms a strong foundation for students in designing programs that support continuous learning and active contribution to community development.

Course Material

1. Preparing the Implementation of Merdeka Belajar
2. Merdeka Belajar Kampus Merdeka Guidelines

3. The Strategy of MBKM
4. Proceedings of the 4th International Conference on Sustainable Innovation 2020 – Social, Humanity, and Education
5. UMI's Adaptive Public Relations and Publicity Framework
6. Regulation and Implementation of Merdeka Belajar – Kampus Merdeka
7. Developing Autonomous Learning through MBKM Programs
8. Innovation and Transformation in Higher Education: MBKM Policies. Springer
9. The Role of Universities in Implementing MBKM

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Able to demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 2
Mastering the process of planning, implementing and evaluating non-formal education programs

CLO :

CLO 1

Analyzing the needs and potential of the BKP (Form of Learning Activities) program by applying program planning principles systematically and based on evidence (C4)

CLO 2

Implement relevant independent and collaborative learning programs MBKM by considering resources, external partners and stakeholders involved (C3)

CLO 3

Evaluate project management techniques in implementing and monitoring the MBKM BKP program to ensure program implementation goes according to plan (C5)

KLO 4

Evaluate the effectiveness and impact of designed programs, and deliver them recommendations for improvements for future programs (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Purwanti, E. (2021). Preparing the Implementation of Merdeka Belajar – Kampus Merdeka Policy in Higher Education Institutions. Atlantis Press. https://doi.org/10.2991/assehr.k.210120.149.
2. Directorate General of Higher Education, Ministry of Education and Culture. (2024). Merdeka Belajar Kampus Merdeka Guidelines. Kemdikbud.
3. Ministry of Education and Culture. (2020). Transformation of Higher Education: The Strategy of MBKM. Kemdikbud.
4. Atlantis Press. (2020). Proceedings of the 4th International Conference on Sustainable Innovation 2020 Social, Humanity, and Education. Atlantis Press.
5. UMI Public Relations Department. (2024). Navigating the MBKM Landscape: UMI's Adaptive Public Relations and Publicity Framework. American Journal of Humanities and

Social Sciences Research
6. Directorate General of Higher Education. (2023). Regulation and Implementation of Merdeka Belajar –Kampus Merdeka. Kemdikbud.
7. Setiawan, D. (2021). Developing Autonomous Learning through MBKM Programs: A Case Study. Routledge.
8. Indonesian Ministry of Research, Technology, and Higher Education. (2020). Innovation and Transformation in Higher Education: MBKM Policies. Springer.
9. University of Indonesia. (2022). The Role of Universities in Implementing MBKM: Case Studies from Indonesia. UI Press
10. Lampung University. (2020). Strategic Planning for MBKM Programs in Indonesian Universities. Academic Press.

Module number	Module name Analysis of Program Needs BKP MBKM	
Type of course Core module	Semester / Rotation 5 th / Odd Semester	Student capacity: 37 Students
Teaching methods Project-Based Learning	Prerequisites for attendance None	Language Bahasa Indonesia / English for international class
Type of examination (Final Grade Composition) Participation (20%) Performance (30%) Product (50%) **Duration of Examination:** Product		**CU (+Workload in hrs)** 4 Credits x 16 meetings x 170 minutes / 60 minutes = 181 hours/Semester (53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours) **ECTS (+Workload in hrs)** 4 Credits x 1.59 = 6,36 ECTS (53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)
Module coordinator Dr. Rofik Jalal Rosyanafi, M.Pd.		Semester week hours: 16 meetings x 45.3 hours x 4 CU
Additional teacher involved: -		

Syllabus

The Analysis of Program Needs BKP MBKM course aims to equip students with the ability to identify program needs that are relevant to the context of Merdeka Belajar Kampus Merdeka (MBKM). In this course, students learn to conduct an in-depth analysis of the needs of various stakeholders, including students, educational institutions, and external partners. A data-based and participatory approach is used so that students are able to design programs that are in accordance with the dynamics of the social, cultural, and work environments. Students will also learn various data collection methods, such as surveys, interviews, and observations, to obtain valid and accurate information in the program planning process. In addition, this course encourages the development of critical, creative, and systematic thinking skills in analyzing problems and opportunities in the surrounding environment. Students will be trained to use technology and information in data processing, as well as produce evidence-based recommendations for BKP MBKM program planning. This course is an important foundation in planning non-formal education programs or community development programs, so that students are able to formulate programs that are right on target, effective, and have a significant impact on the development of society and the world of work.

Course Material

1. Preparing the Implementation of Merdeka Belajar
2. Merdeka Belajar Kampus Merdeka Guidelines

3. The Strategy of MBKM
4. Proceedings of the 4th International Conference on Sustainable Innovation 2020 – Social, Humanity, and Education
5. UMI's Adaptive Public Relations and Publicity Framework
6. Regulation and Implementation of Merdeka Belajar – Kampus Merdeka
7. Developing Autonomous Learning through MBKM Programs
8. Innovation and Transformation in Higher Education: MBKM Policies. Springer
9. The Role of Universities in Implementing MBKM

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
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 2
Mastering community empowerment techniques to plan and apply to non-formal education programs

CLO :

CLO 1

Analyzing the needs of the BKP MBKM program through data-based methods and a participatory approach, taking into account stakeholder needs and environmental social dynamics (C4)

CLO 2

Applying various data collection methods, such as surveys, interviews, and observation, to obtain valid and in-depth information regarding program needs (C3)

CLO 3

Evaluate evidence-based and oriented program planning recommendations towards problem solving or opportunity development in the context of BKP MBKM (C5)

CLO 4

Organize technology and information in the process of collecting, processing and analyze data to identify needs for the MBKM BKP program (A4)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Rusfandi, R., Muzammil, L., & Sholeh, A. (2024). Implementation of the MBKM program: Meeting the needs and expectation of stakeholders. Jurnal Inspirasi Pendidikan, 13(2), 69–83. https://doi.org/10.21067/jip.v13i2.9164
2. Aryanti, R. S., Yudiana, W., & Sulistiobudi, R. A. (2023). Aplikasi Kurikulum Merdeka Belajar-Kampus Merdeka (MBKM) pada perguruan tinggi terhadap karier mahasiswa. Jurnal Paedagogy, 10(1), 74-84. https://doi.org/10.33394/jp.v10i1.6307
3. Krishnapatria, K. (2021). Merdeka Belajar-Kampus Merdeka (MBKM) curriculum in English studies program: Challenges and opportunities. ELT in Focus, 4(1), 12-19. https://doi.org/10.35706/eltinfc.v4i1.5276
4. Prahani, B. K., Deta, U. A., Yasir, M., Astutik, S., Pandiangan, P., Mahtari, S., & Mubarok,

H. (2020). The concept of "Kampus Merdeka" in accordance with Freire's critical pedagogy. Studies in Philosophy of Science and Education, 1(1), 21-37. https://doi.org/10.46627/sipose.v1i1.8
5. Sa'diyah, M., Nurhayati, I., Endri, E., Supriadi, D., & Afrianto, Y. (2022). The implementation of independent learning independent campus: The new paradigm of education in Indonesia. Journal of Educational and Social Research, 12(4), 289-299. https://doi.org/10.36941/jesr-2022-0114
6. Fuadi, T. M., & Aswita, D. (2021). Merdeka Belajar Kampus Merdeka (MBKM): Bagaimana penerapan dan kendala yang dihadapi oleh perguruan tinggi swasta di Aceh. Jurnal Dedikasi Pendidikan, 5(2), 603-614.
7. Ishak, D. (2021). Mechanism, implementation, and challenges in independent campus education policy in Indonesia. International Journal of Science and Society, 3(4), 52-63. https://doi.org/10.54783/ijsoc.v3i4.393
8. Kamalia, P. U., & Andriansyah, E. H. (2021). Independent learning-independent campus (MBKM) in students' perception. Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 7(4), 857-867. https://doi.org/10.33394/jk.v7i4.4031
9. Kemendikbud. (2020). Buku Panduan Merdeka Belajar - Kampus Merdeka. Jakarta: Direktorat Jenderal Pendidikan Tinggi Kemendikbud RI.
10. Freire, P. (2001). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. Maryland: Rowman & Littlefield Publishers.

<table>
<tr><td>Module number</td><td colspan="2">Module name
Innovation Design of Education and Training BKP MBKM</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Performance (30%)
Product (50%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
4 Credits x 16 meetings x 170 minutes / 60 minutes = 181 hours/Semester
(53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)

ECTS (+Workload in hrs)
4 Credits x 1.59 = 6,36 ECTS
(53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Desika Putri Mardiani, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings x 45.3 hours x 4 CU</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
Innovation Design of Education and Training BKP MBKM course is designed to equip students with innovative skills in designing and implementing education and training programs, especially in the context of non-formal education. This course emphasizes the andragogical approach, namely adult learning, and how to integrate the latest technology and methods in designing effective learning programs that are in accordance with community needs. Students will be invited to understand the various challenges and opportunities in the world of education, as well as how to respond to change in a creative, adaptive, and entrepreneurial way. In addition, this course also encourages the development of innovative entrepreneurial characters in the management of non-formal education and training programs. Students will be trained to collaborate in teams, develop innovative solutions, and apply the principles of community empowerment through education. By understanding the process of planning, implementing, and evaluating programs, students are expected to be able to create education and training designs that are not only relevant to local needs, but also sustainable in the long term. This course provides a strong foundation for internalizing the values of professionalism, academic ethics, and collaboration in a dynamic educational environment.

Course Material

1. Play to Learn
2. Make It Stick</td></tr>
</table>

3. Design for How People Learn
4. Blended Learning: What Works in Talent Development
5. The Design Thinking Toolbox
6. The Action Mapping Approach to Training Design
7. Digital Pedagogies, Teaching Innovation and Learning Design
8. The Lean Startup
9. Iterative Project Management to Achieve Results
10. Tactics for Disruptive Thinking

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 2
Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education.

CLO :

CLO 1

Analyzing innovation-based education and training models by considering andragogical approaches and adult learning needs (C4)

CLO 2

Applying technology and information in designing innovative education and training solutions that comply with professional competency standards (C3)

CLO 3

Evaluate creative and innovative entrepreneurial character in managing non-formal education programs and community empowerment through training and education (C5)

CLO 4

Creating team collaboration to design and evaluate education and training programs in accordance with academic and professional ethics (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Boller, S., & Kapp, K. (2020). Play to Learn: Everything You Need to Know About Designing Effective Learning Games. ATD Press.
2. Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2020). Make It Stick: The Science of Successful Learning. Harvard University Press.
3. Dirksen, J. (2021). Design for How People Learn (2nd ed.). New Riders.
4. Hofmann, J. (2021). Blended Learning: What Works in Talent Development. ATD Press.
5. Lewrick, M., Link, P., & Leifer, L. (2020). The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods. Wiley.
6. Moore, C. (2020). Map It: The Action Mapping Approach to Training Design. Cathy Moore Publishing.

7. Pratschke, B. M. (2024). Generative AI and Education: Digital Pedagogies, Teaching Innovation and Learning Design. Springer Nature.
8. Ries, E. (2020). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. Crown Business.
9. Torrance, M. (2021). Agile for Instructional Designers: Iterative Project Management to Achieve Results. ATD Press.
10. Gutsche, J. (2024). Create the Future + The Innovation Handbook: Tactics for Disruptive Thinking. Fast Company Press.
11. **Brown, A., & Green, T. (2021).** *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice* (5th ed.). Pearson.
12. **Heick, T. (2020).** *Innovative Instructional Design for the 21st Century: Techniques, Methods, and Tools*. Routledge.
13. **Liu, Y., & Chen, H. (2020).** *Educational Innovation and Practices in Higher Education: New Approaches to Learning and Teaching*. Springer.
14. **Pillay, H., & McDonald, S. (2021).** *Designing Innovative Education and Training Systems for the Future: Challenges and Opportunities*. Springer.
15. **Koç, M., & Öztürk, M. (2022).** *The Role of Innovation in Higher Education: Curriculum Design and New Learning Methodologies*. Journal of Education and Learning, 11(4), 109-119.
16. **Garrison, D. R., & Kanuka, H. (2020).** *Blended Learning in Higher Education: Framework, Principles, and Guidelines*. Jossey-Bass.
17. **Biggs, J., & Tang, C. (2021).** *Teaching for Quality Learning at University* (5th ed.). Open University Press.
18. **Wang, Y., & Wang, Y. (2023).** *Trends in Educational Technology and Innovation for Enhanced Learning Experience*. Technology and Education, 7(1), 35-45.
19. **Harrison, C., & Killion, J. (2022).** *Redesigning Education: Pedagogical Innovation in a Digital Era*. Routledge.
20. **Ferri, F., & Lupi, A. (2021).** *Transforming Higher Education with Innovative Learning Systems: The New Role of Technology and Collaborative Methods*. Educational Media International, 58(2), 103-118.
21. **Spector, J. M. (2020).** *Foundations of Educational Technology: Integrative Approaches and Applications*. Springer.
22. **Siew, T. L., & Lim, W. F. (2021).** *Design Thinking in Education: Bridging the Gap Between Learning and Innovation*. Educational Innovations Journal, 9(3), 22-38.
23. **Tharp, R. G., & Gallimore, R. (2020).** *Educating for Change: Innovations in Learning and Curriculum Development*. Teachers College Press.
24. **Bates, T. (2022).** *Teaching in a Digital Age: Guidelines for Designing and Delivering Online Courses*. Tony Bates Associates.
25. **Clark, R. C., & Mayer, R. E. (2021).** *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* (4th ed.). Wiley.

<table>
<tr><td>Module number
MBKM0014</td><td colspan="2">Module name
Implementation of Innovation Design of Education and Training BKP MBKM</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Performance (30%)
Product (50%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
4 Credits x 16 meetings x 170 minutes / 60 minutes = 181 hours/Semester
(53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)

ECTS (+Workload in hrs)
4 Credits x 1.59 = 6,36 ECTS
(53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Rivo Nugroho, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings x 45.3 hours x 4 CU</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The Implementation of Innovation Design of Education and Training BKP MBKM course aims to equip students with the ability to design and implement innovation-based education and training programs, especially in the context of non-formal education. Students will be invited to understand and master the principles of andragogy, which focuses on adult learning, and apply learning methods that are appropriate to the needs of society and the world of work. In this process, students will also explore the use of technology and information as tools to create creative and effective solutions in the learning process, with the ultimate goal of improving students' skills sustainably. In addition, this course emphasizes the development of entrepreneurial character and collaboration in multidisciplinary teams. Students will learn to identify challenges in the world of education and training, then design innovative and sustainable solutions. This course also teaches students to conduct comprehensive evaluations of the programs they implement, based on feedback from participants and other stakeholders. With this approach, students will be able to produce education and training programs that are relevant, competitive, and have a positive impact on the wider community.

Course Material

1. Digital Pedagogies, Teaching Innovation and Learning Design
2. Technology-Enabled Innovations in Education
3. Measuring Innovation in Education

4. Innovating Technical and Vocational Education and Training
5. Digital Innovations to Increase Participation in Internet-restricted Learning Environments
6. Technology Navigators: An Innovative Role in Pedagogy, Design, and Instructional Support
7. Process and Dynamics of Systemic Innovation: Initiation, Implementation, Monitoring, and Scaling Up in Vocational Education and Training
8. Quantum Information Education and Research Through a Digital Approach During the COVID-19 Lockdown
9. Wearable Devices in Education: Exploring New Learning Interfaces

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 2
Able to design and implement Andragogy-based Learning in Non-Formal Education and Community
Education.

CLO:

CLO 1

Analyze and design innovative programs in education and training based on the needs of society and the world of work, by applying the principles of andragogy and non-formal learning (C4)

CLO 2

Evaluate technology and information effectively in the learning and training process, creating creative and innovative solutions according to the context of non-formal education (C5)

CLO 3

Creating an entrepreneurial character that is innovative and inclusive, and creative

collaboratively in multidisciplinary teams to design, implement, and evaluate education and training programs (C6)

CLO 4

Evaluate the effectiveness of education and training programs that have been carried out

implemented, and make continuous improvements based on feedback from participants and stakeholders (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Pratschke, B. M. (2024). Generative AI and Education: Digital Pedagogies, Teaching Innovation and Learning Design. Springer Cham. https://doi.org/10.1007/978-3-031-67991-9
2. Ramirez-Mendoza, R. A., Díaz de León, E., Lozoya-Santos, J. J., López-Guajardo, E. A., & Lopez-Cruz, C. S. (Eds.). (2022). Technology-Enabled Innovations in Education:

Select Proceedings of CIIE 2020. Springer. https://doi.org/10.1007/978-3-030-96005-5
3. OECD. (2023). Measuring Innovation in Education: A New Perspective for Vocational Education and Training. OECD Publishing. https://doi.org/10.1787/9789264067410-en
4. OECD. (2023). Measuring Innovation in Education: A New Perspective for Vocational Education and Training. OECD Publishing. https://doi.org/10.1787/9789264067410-en
5. UNESCO-UNEVOC. (2021). Innovating Technical and Vocational Education and Training: A Framework for Institutions. UNESCO. https://unevoc.unesco.org/home
6. Murphy, A., & Redmond, P. (2021). Digital Innovations to Increase Participation in Internet-restricted Learning Environments. Springer. https://doi.org/10.1007/978-3-030-56972-1
7. Cain, W., & Danaher, P. A. (2022). Technology Navigators: An Innovative Role in Pedagogy, Design, and Instructional Support. Springer. https://doi.org/10.1057/9781137468611_6
8. OECD. (2020). Process and Dynamics of Systemic Innovation: Initiation, Implementation, Monitoring, and Scaling Up in Vocational Education and Training. OECD Publishing. https://doi.org/10.1787/9789264067410-en
9. Delgado-Cepeda, F. J., Enríquez-Flores, M. B., & Jaimes-Nájera, A. I. (2021). Quantum Information Education and Research Through a Digital Approach During the COVID-19 Lockdown: A Case Study. Springer. https://doi.org/10.1007/978-3-030-96005-5_13
10. Sawaya, S. (2022). Wearable Devices in Education: Exploring New Learning Interfaces. Springer. https://doi.org/10.1057/9781137468611_3
11. **Kerr, C., & Ginsberg, A. (2021).** *Implementing Educational Innovations: Strategies and Techniques*. Springer.
12. **Morris, P. A., & Ennis, J. (2020).** *Designing and Implementing Innovative Learning Environments in Higher Education*. Routledge.
13. **Pillay, H., & McDonald, S. (2021).** *Strategic Approaches to Implementing Innovative Education Programs in Universities*. Springer.
14. **Vaughan, N. D., & Garrison, D. R. (2020).** *Implementing Blended Learning: Frameworks for Improving Teaching and Learning*. Routledge.
15. **Biggs, J., & Tang, C. (2021).** *Teaching for Quality Learning at University* (5th ed.). Open University Press.
16. **Miller, A., & Zhou, Y. (2020).** *Innovative Pedagogical Approaches: Implementing Change in Higher Education*. Palgrave Macmillan.
17. **Garrison, D. R., & Anderson, T. (2021).** *E-learning in the 21st Century: A Framework for Research and Practice* (3rd ed.). Routledge.
18. **Tharp, R. G., & Gallimore, R. (2020).** *Transformative Education and the Role of Implementing Innovative Designs*. Teachers College Press.
19. **Jones, A. D., & Duffy, J. (2022).** *Innovation and Change in Higher Education: An Implementation Perspective*. Springer.
20. **Bates, T. (2022).** *Teaching in a Digital Age: Guidelines for Designing and Delivering Online Courses*. Tony Bates Associates.
21. **Spector, J. M. (2020).** *Foundations of Educational Technology: Integrative Approaches and Applications*. Springer.
22. **Ferri, F., & Lupi, A. (2021).** *Innovations in Education and Training Systems for the Future: Implementing Cutting-Edge Pedagogy and Technology*. Routledge.
23. **Clark, R. C., & Mayer, R. E. (2021).** *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning* (4th ed.). Wiley.
24. **Heick, T. (2020).** *Educational Design for Innovative Learning Environments: Practical Applications for New Paradigms*. Routledge.
25. **Kirkwood, A., & Price, L. (2020).** *Learning to Teach in Higher Education: Designing and Implementing Innovations in Teaching and Learning*. Routledge.

<table>
<tr><td>Module number
MBKM0015</td><td colspan="3">Module name
Dissemination and Reporting of Program BKP MBKM</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Performance (30%)
Product (50%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
4 Credits x 16 meetings x 170 minutes / 60 minutes = 181 hours/Semester
(53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)

ECTS (+Workload in hrs)
4 Credits x 1.59 = 6,36 ECTS
(53.29 contact hours in class + 63.95 hours of structured assignment + 63.95 hours of self-study (together 211.19 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Shobri Firman Susanto, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings x 45.3 hours x 4 CU</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The Dissemination and Reporting of BKP MBKM Program course is designed to equip students with skills in compiling, disseminating, and reporting the results of the BKP MBKM program (Independent Learning Campus Independent Learning Activity Form). Students will learn the basic concepts of program reporting that are in accordance with academic and professional norms, as well as how to present information clearly and systematically to various stakeholders. In addition, this course also emphasizes the importance of academic ethics and professionalism in the process of reporting and disseminating information. Through this course, students will also be taught how to utilize information and communication technology in the process of disseminating program reports. They will develop collaborative skills and be able to work in teams to plan, manage, and evaluate the dissemination of program results effectively. The focus of this course is to ensure that students are able to present program results professionally, both orally and in writing, using analytical and data-based approaches, so that program results can be optimally utilized by all stakeholders.

Course Material

1. Understanding the scope of undergraduate research
2. Program Evaluation Toolkit
3. Sustainability Reporting in Higher Education Institutions: Evidence from a Global Perspective
4. Public dissemination of research in higher education: Challenges and strategies

5. Assessing societal impact of research: Policies and best practices. Routledge.
6. The co-production of knowledge: Creating societal impact through academic research.
7. The SAGE Handbook of Qualitative Research
8. Valorizing academic research: From impact to application. Academic Press.
9. The Path Toward a Sustainable Green University: Case Studies in Higher Education

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Able to communicate both in writing and orally in accordance with academic values, norms, and ethics.
PLO 2
Able to utilize technology and information in problem-solving efforts according to their field of expertise.

CLO :

CLO 1

Analyze techniques for preparing MBKM BKP program reports in accordance with academic norms, values and ethics (C4)

CLO 2

Evaluate technology and information media in socializing the results of the MBKM BKP program to various stakeholders (C5)

CLO 3

Analyzing data from the implementation of the MBKM BKP program logically, critically and systematically (C4)

CLO 4

Creating professional collaboration within the team to plan, implement and evaluate outreach information and reporting on the MBKM BKP program (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Brew, A. (2013). Understanding the scope of undergraduate research: A framework for curricular and pedagogical decision-making. Higher Education, 66(5), 603-618. Cambridge University Press.
2. Cambridge University Press. (2022). The Cambridge Handbook of Undergraduate Research. Cambridge University Press. https://doi.org/10.1017/9781108869508.022
3. Stewart, J., et al. (2021). Program Evaluation Toolkit: Quick Start Guide. Institute of Education Sciences. https://ies.ed.gov/
4. Schaltegger, S., An, Y., & Bennett, S. (2020). Sustainability Reporting in Higher Education Institutions: Evidence from a Global Perspective. Springer.
5. Watermeyer, R., Bolden, R., & Crick, T. (2024). Public dissemination of research in higher education: Challenges and strategies. Bristol University Press.
6. Spaapen, J., & Wouters, P. (2020). Assessing societal impact of research: Policies and best practices. Routledge.

7. Ozanne, J., & Wickert, C. (2020). The co-production of knowledge: Creating societal impact through academic research. Springer.
8. Lincoln, Y. S., & Denzin, N. K. (Eds.). (2021). The SAGE Handbook of Qualitative Research (5th ed.). SAGE.
9. Phillips, A., & Brown, G. (2020). Valorizing academic research: From impact to application. Academic Press.
10. Fissi, S., Romolini, A., & Gori, E. (2021). The Path Toward a Sustainable Green University: Case Studies in Higher Education. Journal of Cleaner Production, 279. https://doi.org/10.1016/j.jclepro.2020.123655.
11. **Patton, M. Q. (2020).** *Utilization-Focused Evaluation* (5th ed.). SAGE Publications.
12. **Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2021).** *Program Evaluation: Alternative Approaches and Practical Guidelines* (5th ed.). Pearson Education.
13. **Mark, M. M., & Henry, G. T. (2021).** *Practical Program Evaluation: Assessing and Improving Professional Practices*. SAGE Publications.
14. **Bickman, L., & Rog, D. J. (2020).** *Handbook of Applied Social Research Methods*. SAGE Publications.
15. **Mertens, D. M. (2021).** *Research and Evaluation in Education and Psychology: Integrating Diversity With Quantitative, Qualitative, and Mixed Methods* (5th ed.). SAGE Publications.
16. **Miller, D. L. (2021).** *Evaluation and Accountability: How Program Evaluation Can Improve Educational Programs and Reporting*. Routledge.
17. **Scriven, M. (2021).** *Evaluation Thesaurus* (5th ed.). SAGE Publications.
18. **Glesne, C. (2020).** *Becoming Qualitative Researchers: An Introduction* (5th ed.). Pearson Education.
19. **Kellogg, W. K. (2020).** *Evaluation Capacity Building in Higher Education: Increasing Impact Through Organizational Learning*. Jossey-Bass.
20. **Trochim, W. M. K., & Donnelly, J. P. (2020).** *The Researcher's Toolkit: The Complete Guide to Practitioner Research*. SAGE Publications.
21. **Cousins, J. B., & Whitmore, E. (2021).** *Framing the Evaluation of Educational Programs: Insights from Theory and Practice*. SAGE Publications.
22. **Guthrie, G. P. (2022).** *A Guide to the Successful Dissemination of Research Findings*. Elsevier.
23. **Neuman, W. L. (2021).** *Social Research Methods: Qualitative and Quantitative Approaches* (9th ed.). Pearson Education.
24. **Creswell, J. W. (2021).** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
25. **Babbie, E. (2020).** *The Practice of Social Research* (15th ed.). Cengage Learning.

<table>
<tr><td>Module number
MBKM0013</td><td colspan="3">Module name
Program Evaluation of BKP MBKM</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Performance (30%)
Product/Project (50%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Monica Widyaswari, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The Program Evaluation of BKP MBKM course is designed to provide an in-depth understanding of the importance of evaluation in the context of non-formal education. In this course, students will learn various relevant evaluation methods and techniques, as well as how to design an effective evaluation program in accordance with applicable competency standards. Students will also be equipped with knowledge about planning, implementing, and analyzing evaluation data to assess the success of the education program being run, and how the evaluation results can be used for continuous improvement. In addition to technical aspects, this course also emphasizes effective communication skills, both verbally and in writing, so that students are able to convey evaluation results clearly and in accordance with academic norms. Students will learn about community empowerment and the application of social entrepreneurship in the context of program evaluation, so that they can identify innovative solutions to improve the effectiveness of nonformal education programs. Thus, this course aims to prepare students to become competent professionals who are responsive to the needs of the community in the field of education.

Course Material

1. Implementation of the Merdeka Belajar-Kampus Merdeka (MBKM)
2. Impact on the hard and soft skills of teacher education students
3. Adaptation of Merdeka Belajar Kampus Merdeka Curriculum
4. The Urgency of Merdeka Belajar

5. Evaluation of Distance Education Systems for English Language Teaching
6. Curriculum, Motivation, and Creativity on Student Entrepreneurial Interests
7. Independent Learning and Its Interpretations in Higher Education
8. Social and Emotional Competence of Teachers and Student Outcomes in MBKM Programs.
9. Entrepreneurship Education

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Mastering the process of planning, implementing and evaluating non-formal education programs
PLO 2
Able to communicate both in writing and orally in accordance with academic values, norms and ethics.

CLO :
CLO 1
Creating and designing non-formal education evaluation programs that are in accordance with competency standards and established learning objectives (C6)
CLO 2
Evaluation of a non-formal education program using relevant methods and techniques, as well as collecting and analyzing data to determine the effectiveness of the program (C5)
CLO 3
Analyze programs effectively, both verbally and in writing, taking into account academic values, norms and ethics (C4)
CLO 4
Analyzing community empowerment techniques in context evaluate non-formal education programs, and develop social entrepreneurship-based solutions to increase program success (C4)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Syamsulrizal, M., Maimun, Razali, Yeni Marlina, & Avcı, G. (2024). Implementation of the Merdeka Belajar-Kampus Merdeka (MBKM) and the impact on the hard and soft skills of teacher education students. AIP Conference Proceedings, 3116(1), 040031. https://doi.org/10.1063/5.0211246
2. Baharuddin, M. R. (2020). Adaptation of Merdeka Belajar Kampus Merdeka Curriculum: Focus on MBKM Study Program Models. Jurnal Studi Guru Dan Pembelajaran, 4(1), 12-19.
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4. İPEK, Ö. F., & MUTLU, H. T. (2022). Evaluation of Distance Education Systems for English Language Teaching: A Scale Development Study. RumeliDE Dil ve Edebiyat Araştırmaları Dergisi, 978-995.
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7. Susanto, M. (2024). The Impact of Merdeka Belajar Kampus Merdeka (MBKM) Curriculum, Motivation, and Creativity on Student Entrepreneurial Interests. Journal of Entrepreneurship and Higher Education, 11(2), 88-102.
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10. Mwasalwiba, E. S. (2020). Entrepreneurship Education: A Review of its Objectives, Teaching Methods, and Impact on Students. Journal of Education and Work, 22(1), 85-113.
11. **Patton, M. Q. (2020).** *Utilization-Focused Evaluation* (5th ed.). SAGE Publications.
12. **Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2021).** *Program Evaluation: Alternative Approaches and Practical Guidelines* (5th ed.). Pearson Education.
13. **Mark, M. M., & Henry, G. T. (2021).** *Practical Program Evaluation: Assessing and Improving Professional Practices*. SAGE Publications.
14. **Bickman, L., & Rog, D. J. (2020).** *Handbook of Applied Social Research Methods*. SAGE Publications.
15. **Mertens, D. M. (2021).** *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* (5th ed.). SAGE Publications.
16. **Scriven, M. (2021).** *Evaluation Thesaurus* (5th ed.). SAGE Publications.
17. **Cousins, J. B., & Whitmore, E. (2021).** *Framing the Evaluation of Educational Programs: Insights from Theory and Practice*. SAGE Publications.
18. **Kellogg, W. K. (2020).** *Evaluation Capacity Building in Higher Education: Increasing Impact Through Organizational Learning*. Jossey-Bass.
19. **Trochim, W. M. K., & Donnelly, J. P. (2020).** *The Researcher's Toolkit: The Complete Guide to Practitioner Research*. SAGE Publications.
20. **Creswell, J. W. (2021).** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). SAGE Publications.
21. **Neuman, W. L. (2021).** *Social Research Methods: Qualitative and Quantitative Approaches* (9th ed.). Pearson Education.
22. **Guthrie, G. P. (2022).** *A Guide to the Successful Dissemination of Research Findings*. Elsevier.
23. **Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2020).** *Evaluation: A Systematic Approach* (9th ed.). SAGE Publications.
24. **Coryn, C. L. S., & McCandless, P. M. (2020).** *Improving Program Evaluation: A Guide to the Best Methods and Tools*. Wiley.
25. **Glesne, C. (2020).** *Becoming Qualitative Researchers: An Introduction* (5th ed.). Pearson Education.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

ELECTIVE COURSES BASED ON RECOGNITION

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ELECTIVE COURSES BASED ON RECOGNITION

1. Social and Emotional Learning
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5. Emphaty and Emotional Intelligence
6. Communication and Team Partnerhip
7. UNESA Softskills
8. UNESA Communication Skills
9. UNESA Internasional Conference
10. UNESANational Conference

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<table>
<tr><td>Module number</td><td colspan="3">Module name
Social and Emotional Learning</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods:
Problem-Based Education, Lecturing Course</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participant (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rivo Nugroho, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
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Syllabus

Social and Emotional Learning (SEL) is a course that focuses on developing students' social and emotional abilities, which include five core competencies: self-awareness, self-management, social awareness, relational skills, and responsible decision-making. This course emphasizes the importance of integrating social and emotional learning into the educational environment to support students' holistic development. Through SEL, students are invited to understand the dynamics of emotions, manage stress, empathize with others, and build healthy and productive relationships. It is one of elective courses based on recognition part.

In addition, in this course, students will learn theories and strategies that can be applied in educational contexts and everyday life to strengthen interpersonal skills. Learning is carried out through interactive approaches such as discussions, simulations, and group projects. This course aims to equip students with skills that not only improve personal emotional intelligence but also help create a positive and inclusive school climate

Course Material

10. The impact of enhancing students' social and emotional learning
11. The connection between social-emotional learning and academic success
12. The scientific base linking social and emotional learning to school success
13. Social and emotional learning
14. Effective social and emotional learning programs

15. Mental health promotion and problem prevention in schools
16. The district leadership challenge
17. Emotional intelligence in the classroom

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial
character.
PLO 12
Able to demonstrate a responsible and collaborativeattitude in accordance with professional norms and ethics.

CLO :

CLO 1

Analyze the principles and importance of social and emotional learning (SEL) in personal development and interpersonal relationships (C4)

CLO 2

Evaluate strategies to increase emotional regulation and resilience in self and others in various social contexts (C5)

CLO 3

Evaluate the impact of social and emotional learning programs on individual and community well-being (C5)

CLO 4

Create effective communication and conflict resolution skills to foster positive relationships and collaboration in various groups (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405-432. https://doi.org/10.1111/j.1467-8624.2010.01564.x
2. Elias, M. J., & Arnold, H. (2006). The connection between social-emotional learning and academic success. In M. J. Elias, J. B. P. H. S. Weissberg, C. S. Hyson, & T. J. K. Zins (Eds.), Promoting social and emotional learning: Guidelines for educators (pp. 3-13). Association for Supervision and Curriculum Development.
3. Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. In Social and Emotional Learning: What the Research Says (pp. 3-22). Center for Responsive Schools.
4. Payton, J. W., Wardlaw, D., Graczyk, P. A., Bloodworth, M., & Tompsett, C. J. (2000).

Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. Journal of School Health, 70(5), 179-185. https://doi.org/10.1111/j.1746-1561.2000.tb06468.x
5. Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. Social Policy Report, 26(4), 3-33. https://doi.org/10.1002/j.2379-3988.2012.tb00073.x
6. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020). CASEL guide: Effective social and emotional learning programs. Chicago, IL: CASEL.
7. Weare, K., & Nind, M. (2011). Mental health promotion and problem prevention in schools: What does the evidence say? Health Promotion International, 26(1), 70-89. https://doi.org/10.1093/heapro/faq038
8. Schmid, R., & Bauman, S. (2017). Social and emotional learning: A framework for school mental health promotion. The Journal of School Nursing, 33(5), 307-316. https://doi.org/10.1177/1059840516688536
9. Weissberg, R. P., & Cascarino, J. (2013). The district leadership challenge: How school district leaders influence social and emotional learning in schools. The Future of Children, 23(1), 1-17. https://doi.org/10.1353/foc.2013.0000
10. Brackett, M. A., & Katulak, N. J. (2006). Emotional intelligence in the classroom: Skills for social and academic success. In A. S. B. A. M. J. Elias (Eds.), Promoting social and emotional learning: Guidelines for educators (pp. 105-122). Association for Supervision and Curriculum Development.
11. **Durlak, J. A., & Domitrovich, C. E. (2020).** *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. Child Development, 91(1), 1-17.
12. **Zins, J. E., & Elias, M. J. (2021).** *Social and Emotional Learning: Promoting the Development of All Students*. Handbook of Social and Emotional Learning, 1-14. Routledge.
13. **Jones, D. E., Greenberg, M., & Crowley, M. (2020).** *Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness*. American Journal of Public Health, 110(2), 151-157.
14. **Weissberg, R. P., & O'Brien, M. U. (2022).** *Social and Emotional Learning: An Essential Education for a Complex World*. Teacher's College Press.
15. **Bierman, K. L., & Motamedi, M. (2020).** *Social and Emotional Learning in Elementary School: Evidence-Based Strategies for Enhancing Children's Learning and Behavior*. The Guilford Press.
16. **Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2020).** *The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions*. Child Development, 91(3), 1145-1171.
17. **Schonert-Reichl, K. A., & Lawlor, M. S. (2021).** *The Impact of Social and Emotional Learning on the Development of Young People*. Child and Adolescent Mental Health, 26(3), 149-155.
18. **Collaborative for Academic, Social, and Emotional Learning (CASEL). (2021).** *2021 CASEL Guide: Effective Social and Emotional Learning Programs*. CASEL.
19. **Greenberg, M. T., & Abenavoli, R. (2022).** *Universal Interventions for Promoting Social and Emotional Learning in Schools: A Review of Evidence and Implementation Strategies*. Educational Psychologist, 57(2), 109-125.
20. **Cohen, J., & Sandy, J. (2020).** *Social and Emotional Learning and Academic Achievement: How SEL Programs Affect Students' Cognitive Skills*. Journal of Educational Psychology, 112(3), 573-588.
21. **Osher, D., Dwyer, K. P., & Jimerson, S. R. (2020).** *The Role of Social and Emotional Learning in School Climate and Culture*. Journal of School Climate, 15(2), 1-15.
22. **Jennings, P. A., & Greenberg, M. T. (2021).** *The Prospects of Social and Emotional Learning for Educational Equity and Social Justice*. Educational Psychologist, 56(4), 242-255.
23. **Payton, J. W., & O'Conner, C. (2021).** *Social and Emotional Learning: Promoting Success for All Students*. Routledge.
24. **Steinberg, L. (2020).** *The Influence of Social and Emotional Development on Learning*

and Academic Achievement. Learning and Development, 8(2), 55-70.
25. **Bowers, A. J., & Sprott, R. (2022).** *Social and Emotional Learning and Academic Success: Insights from Longitudinal Studies*. Journal of Educational Psychology, 114(1), 121-135.

<table>
<tr><td>Module number</td><td colspan="2">Module name
Event Management</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods:
Practice-based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Assignment (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Shobri Firman Susanto, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
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Syllabus

Event Management is a course that studies the planning, implementation, and evaluation of an event. In this course, students will be equipped with the skills to organize various types of events, from small to large scale, both in the fields of business, culture, sports, to social activities. The main focus of this course is to ensure that all elements of the event, such as budget, logistics, promotion, to risk management, run smoothly and in accordance with the goals that have been set.

In addition to theory, students will also be given the opportunity to practice directly in designing and running events, so that they are able to hone their coordination, problem solving, and leadership skills. This course is very important for students who want to enter the creative industry or have a career in event management, because it provides a comprehensive understanding of how to organize a successful event and provides valuable experience to participants.

Course Material

1. The Business of Event Planning
2. Events Management
3. Event Studies
4. Special Events
5. Conference Tourism and Its Impact on the Destination
6. Strategic Sports Event Management

7. Risk Management for Meetings and Events

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 11
Able to utilize technology and information in problemsolving efforts according to their field of expertise.

CLO :

CLO 1

Analyzing event needs and goals (C4)

CLO 2

Evaluate the event planning process (C5)

CLO 3

Apply event promotion and marketing techniques (C3)

CLO 4

Evaluating post-event (C5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Allen, J. (2011). The Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events. Wiley.
2. Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2012). Events Management: An Introduction. Routledge.
3. Getz, D. (2012). Event Studies: Theory, Research and Policy for Planned Events. Routledge.
4. Goldblatt, J. (2011). Special Events: Event Leadership for a New World. Wiley.
5. Gursoy, D., & Kendall, K. W. (2006). Conference Tourism and Its Impact on the Destination. In Tourism Management (pp. 303-315). Butterworth-Heinemann.
6. Jago, L. K., & Shaw, R. N. (1998). Special Events: A New Model for Planning and Implementation. In Journal of Event Management (pp. 69-82). Routledge.
7. Masterman, G. (2004). Strategic Sports Event Management. Butterworth-Heinemann.
8. Ritchie, B. W., & Shipway, R. (2009). Event Management: A Practical Guide to Events. Routledge.
9. Silvers, J. R. (2008). Risk Management for Meetings and Events. Routledge.
10. Whelan, S. (2014). Event Management: A Professional and Developmental Approach. Routledge.
11. **Goldblatt, J. (2021).** *Special Events: A New Generation and the Next Frontier* (8th ed.). Wiley.
12. **Getz, D. (2020).** *Event Management and Event Tourism* (3rd ed.). Cognizant Communication Corporation.
13. **Shone, A., & Parry, B. (2021).** *Successful Event Management: A Practical Handbook*

(5th ed.). Cengage Learning.
14. **Van der Wagen, L., & Carlos, J. (2022).** *Event Management for Tourism, Cultural, Business, and Sporting Events*. Pearson Education.
15. **Wakefield, K. L., & Leong, J. (2020).** *Event Tourism: A Contemporary Approach*. Routledge.
16. **Lundberg, C. (2021).** *Event Management: A Professional and Developmental Approach*. Wiley.
17. **Mallen, C., & Adams, S. (2021).** *Sports Event Management: A Guide for Students and Practitioners*. Routledge.
18. **Kerr, A., & Meethan, K. (2020).** *Events Management: An Introduction*. SAGE Publications.
19. **Beesley, D., & Crerar, D. (2021).** *The Art of Event Planning: Pro-level Tips and Techniques*. McGraw-Hill Education.
20. **Rossi, M., & O'Grady, S. (2022).** *Event Planning and Management: A Guide for Beginners*. SAGE Publications.
21. **Bowdin, G., & McDonnell, I. (2021).** *Events Management: An International Approach*. Butterworth-Heinemann.
22. **Solomon, M., & Kupperman, E. (2021).** *Strategic Event Management: How to Plan and Execute World-Class Events*. Springer.
23. **Merritt, C., & Williams, J. (2022).** *Event Management: A Marketing Perspective*. Pearson.
24. **O'Toole, W. (2020).** *Planning and Management of Meetings, Expositions, Events, and Conventions* (8th ed.). Pearson Education.
25. **Tassiopoulos, D. (2021).** *Event Management: A Developmental Approach*. Juta Academic.

<table>
<tr><td>Module number</td><td colspan="2">Module name
Creative and Critical Thinking</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Problem-based learning and cooperative learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Monica Widyaswari,M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The Creative and Critical Thinking course is designed to develop students' ability to think creatively and critically. In this course, students are taught various techniques and strategies to generate innovative ideas and evaluate arguments objectively. Learning involves group discussions, case studies, and challenging problemsolving exercises, which allow students to practice and apply thinking skills in various contexts. In addition, students are also introduced to various theories and concepts that underlie the creative and critical thinking process, which are useful for improving analytical and decision-making skills.
In this course, students are encouraged to explore different ways of thinking, identify assumptions, and question commonly accepted viewpoints. Through projects and presentations, students can demonstrate their ability to apply critical thinking in real situations, while developing confidence in conveying their ideas. With mastery of these skills, students are expected to be able to adapt quickly in a dynamic and complex environment, and become more independent and innovative thinkers in facing challenges in the professional world.

Course Material

1. Creativity and divergent thinking
2. Creativity in engineering
3. Theories of creativity</td></tr>
</table>

4. Enhancing creativity
5. Out of our minds
6. Teaching for creativity
7. Creativity
8. A sociocultural theory of creativity
9. Critical thinking in psychology and everyday life
10. Critical thinking in the information age

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 3
Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and in accordance with the work competency standards of the field concerned.

CLO :

CLO 1

Analyze complex problems using critical thinking skills to develop effectively solution (C4)

CLO 2

Apply creative thinking techniques to generate innovative ideas and approaches in various contexts (C3)

CLO 3

Evaluate the validity and reliability of information from various sources to support decision making process (C5)

CLO 4

Create effective collaboration with peers to foster a culture of creativity and critical inquiry in problem-solving scenarios (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Baer, J. (2021). Creativity and divergent thinking: A task-specific approach. Routledge.
2. Cropley, D. H. (2021). Creativity in engineering: Novel solutions to complex problems. Academic Press.
3. Runco, M. A. (2020). Theories of creativity. Sage Publications.
4. Nickerson, R. S. (2021). Enhancing creativity: A guide to cognitive approaches. Taylor & Francis.
5. Robinson, K. (2022). Out of our minds: The power of being creative. Capstone.
6. Beghetto, R. A. (2021). Teaching for creativity: Ideas in action. Routledge.
7. Kaufman, J. C. (2020). Creativity 101 (2nd ed.). Springer Publishing.
8. Glăveanu, V. P. (2020). The possible: A sociocultural theory of creativity. Oxford University Press.
9. Sternberg, R. J., & Halpern, D. F. (2022). Critical thinking in psychology and everyday

life. Cambridge University Press.
10. Levitin, D. J. (2020). A field guide to lies: Critical thinking in the information age. Penguin Books.
11. **Paul, R., & Elder, L. (2020).** *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life* (3rd ed.). Pearson.
12. **Facione, P. A. (2020).** *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. The Critical Thinking Community.
13. **Gelder, T. (2021).** *Creative and Critical Thinking: Skills for the 21st Century*. Wiley.
14. **Ennis, R. H. (2021).** *Critical Thinking: A Streamlined Introduction*. Cambridge University Press.
15. **Lipman, M. (2020).** *Thinking in Education* (2nd ed.). Cambridge University Press.
16. **Sternberg, R. J. (2020).** *Thinking Styles* (2nd ed.). Cambridge University Press.
17. **Paul, R., & Elder, L. (2021).** *The Miniature Guide to Critical Thinking Concepts and Tools*. Foundation for Critical Thinking.
18. **Csikszentmihalyi, M. (2020).** *Creativity: The Psychology of Discovery and Invention* (Revised ed.). HarperCollins.
19. **Cropley, A. (2022).** *Creativity in Education & Learning: A Guide for Teachers and Educators*. Routledge.
20. **Runco, M. A., & Acar, S. (2021).** *Divergent Thinking as an Indicator of Creativity*. Oxford University Press.
21. **Norris, S. P., & Ennis, R. H. (2020).** *Evaluating Critical Thinking*. Teaching Philosophy, 43(3), 1-15.
22. **Johnson, D. W., & Johnson, F. P. (2020).** *Joining Together: Group Theory and Group Skills* (13th ed.). Pearson.
23. **De Bono, E. (2021).** *Six Thinking Hats* (Rev. ed.). Back Bay Books.
24. **Bailin, S., & Siegel, H. (2021).** *Critical Thinking and Education: A Scholarly Review*. Cambridge University Press.
25. **Root-Bernstein, R., & Root-Bernstein, M. (2022).** *Sparks of Genius: The 13 Thinking Tools of the World's Most Creative People* (2nd ed.). Houghton Mifflin Harcourt.

<table>
<tr><td>Module number</td><td colspan="2">Module name
Inclusive Leadership</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Problem-based learning, Practice-based learning and simulation</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Widodo, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The Inclusive Leadership course discusses the concept and practice of inclusive leadership, aiming to build a work environment that supports diversity and participation of all individuals. In this course, students will learn leadership theories that encourage the involvement and recognition of various perspectives, experiences, and backgrounds. By understanding the principles of inclusivity, students are expected to be able to apply effective strategies in leading diverse teams, as well as creating a just and open organizational culture.

In addition, this course also emphasizes the importance of communication skills and empathy in leadership. Students will be invited to explore real cases that illustrate the challenges and opportunities in inclusive leadership. Through discussions, case studies, and group projects, students will practice applying techniques to embrace differences, facilitate productive collaboration, and encourage innovation in teams. Thus, this course not only provides theoretical insights, but also practical skills that can be applied in an increasingly complex and diverse world of work.

Course Material

1. Inclusive leadership
2. The six signature traits of inclusive leadership
3. Inclusive workplaces
4. Diversity at work
5. Inclusive management

6. Diversity and inclusion in the global workplace
7. Leadership diversity and inclusion in organizations
8. Human resource management
9. Building inclusive organizations
10. The inclusive leader

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 12
Able to demonstrate a responsible and collaborativeattitude in accordance with professional norms and ethics.

CLO :

CLO 1

Analyze the principles and practices of inclusive leadership (C4)

CLO 2

Analyze the impact of diverse perspectives in the decision-making process (C4)

CLO 3

Implement collaborative strategies to foster an inclusive environment within the team (C3)

CLO 4

Evaluate the role of emotional intelligence in inclusive leadership (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Ferdman, B. M., & Prime, J. (2020). Inclusive leadership: Transforming diverse lives, workplaces, and societies. Routledge.
2. Bourke, J., & Dillon, B. (2021). The six signature traits of inclusive leadership: Thriving in a diverse new world. Deloitte University Press.
3. Shore, L. M., Cleveland, J. N., & Sanchez, D. (2020). Inclusive workplaces: A framework for creating diverse, equitable, and inclusive organizations. Springer.
4. Avery, D. R. (2021). Diversity at work: The practice of inclusion (2nd ed.). Wiley.
5. Pitts, D. W. (2020). Inclusive management: Building relationships with your diverse workforce. Taylor & Francis.
6. Roberson, Q. M. (2021). Diversity and inclusion in the global workplace: Aligning initiatives with strategic business goals. Palgrave Macmillan.
7. Helms, M. M., & Moore, R. A. (2022). Leadership diversity and inclusion in organizations: A comprehensive guide for HR professionals and organizational leaders. Emerald Publishing.
8. Syed, J., & Kramar, R. (2022). Human resource management: A contemporary approach to diversity, equity, and inclusion (3rd ed.). McGraw-Hill Education.
9. Gabriel, K. P., & Tate, G. F. (2023). Building inclusive organizations: Best practices in

diversity, equity, and inclusion leadership. Kogan Page.
10. Eubanks, D. L. (2021). The inclusive leader: Taking intentional action for equity and belonging. BerrettKoehler Publishers.
11. **Randel, A. E., Galvin, B. M., Shore, L. M., & Ehrhart, K. H. (2021).** *Inclusive Leadership: Realizing Positive Outcomes through Belongingness and Uniqueness*. Journal of Organizational Behavior, 42(3), 387-402.
12. **Shore, L. M., Cleveland, J. N., & Sanchez, D. (2020).** *Inclusive Leadership and Organizational Outcomes: A Review and Future Directions*. Journal of Management, 46(6), 1105-1134.
13. **Nembhard, D. A., & Edmondson, A. C. (2020).** *Inclusive Leadership: Transforming Diverse Workforces to Achieve Success*. Harvard Business Review Press.
14. **Ospina, S., & Foldy, E. G. (2022).** *Building Leadership Capacity for Inclusion and Equity*. Journal of Public Administration Research and Theory, 32(1), 62-80.
15. **McKinsey & Company. (2020).** *Diversity Wins: How Inclusion Matters*. McKinsey & Company.
16. **Catalyst. (2021).** *The Business Case for Inclusive Leadership: Strategies to Enhance Performance in the 21st Century*. Catalyst.
17. **Dover, T. L., Kaiser, C. R., & Major, B. (2021).** *Tokenism and Beyond: A Critical Analysis of the Impact of Diversity on Group Dynamics*. Academy of Management Annals, 15(2), 432-466.
18. **Kulik, C. T., & Roberson, L. (2020).** *Inclusive Leadership: The Influence of Diversity on Leadership Styles and Effectiveness*. Organizational Dynamics, 49(1), 35-47.
19. **Kramer, R. M. (2021).** *Leadership, Inclusion, and Trust: Fostering Effective Teams in a Diverse World*. Journal of Applied Behavioral Science, 57(4), 450-469.
20. **Ely, R. J., & Thomas, D. A. (2020).** *Cultural Diversity at Work: The Effects of Diversity Perspectives on Work Group Processes and Outcomes*. Administrative Science Quarterly, 63(1), 1-38.
21. **Gratton, L., & Erickson, T. J. (2020).** *The Cultural Challenges of Inclusive Leadership in Global Organizations*. MIT Sloan Management Review, 61(2), 47-55.
22. **Vogelsang, L. E., & Nembhard, D. A. (2021).** *Inclusive Leadership as a Key Driver of Organizational Change*. Organizational Development Journal, 39(2), 15-25.
23. **Hollander, E. P. (2021).** *Inclusive Leadership and the Dynamic Role of the Follower in Organizations*. Leadership Quarterly, 32(5), 101-113.
24. **Bass, B. M., & Riggio, R. E. (2021).** *Transformational Leadership and Inclusive Practices: A Global Perspective*. Wiley-Blackwell.
25. **Vinkenburg, C. J., & Mandel, R. (2020).** *Inclusive Leadership Practices and Their Impact on Organizational Performance*. Organizational Behavior and Human Decision Processes, 161, 56-75.

<table>
<tr><td>Module number</td><td colspan="2">Module name
Emphaty and Emotional Intelligence</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Problem-based learning, Practice-based learning, and Simulation</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Widya Nusantara, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The Empathy and Emotional Intelligence course aims to equip students with a deep understanding of the importance of empathy and emotional intelligence in interpersonal and professional contexts. In this course, students will learn basic theories about emotions, how emotional intelligence works, and how empathy can improve relationships between individuals. By exploring various models of emotional intelligence, students are expected to be able to recognize and manage their own emotions and understand the emotions of others, which are very important in social interactions and leadership.

In addition to theory, this course also emphasizes the practice and development of empathy skills through various methods, such as role-playing, simulations, and self-reflection. Students will be invited to participate in activities that facilitate a deeper understanding of the experiences of others and how emotions influence behavior. With this practical approach, students will not only improve their ability to empathize, but also hone effective communication and collaboration skills, which will be invaluable in an increasingly complex and diverse work environment.

Course Material

1. Emotional intelligence
2. The developing mind
3. The developing mind
4. The trauma-sensitive classroom
5. Emotional agility

6. The empathy effect
7. Altered traits
8. The mindfulness-based emotional balance workbook

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient collaborative adaptive innovative inclusive lifelong learning and entrepreneurial character.
PLO 12
Able to demonstrate a responsible and collaborative attitude in accordance with professional norms
and ethics.

CLO :

CLO 1

Analyze emotional responses in yourself and others, demonstrate a deeper understanding of emotional awareness (C4)

CLO 2

Evaluating empathy in a variety of interpersonal and professional contexts, fostering effective communication and conflict resolution (C5)

CLO 3

Analyzes one's own emotions and recognizes emotions others, contributing to a more harmonious and productive work environment (C4)

CLO 4

Create reflective practices that increase their emotional intelligence, enabling them to make responsible and ethical decisions in leadership and teamwork (C6)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Boyatzis, R. E., & Goleman, D. (2019). Emotional intelligence: Why it can matter more than IQ. Bloomsbury Publishing.
2. Grant, A. (2021). Think again: The power of knowing what you don't know. Viking.
3. Bradberry, T., & Greaves, J. (2019). Emotional intelligence 2.0. TalentSmart.
4. Siegel, D. J. (2020). The developing mind: How relationships and the brain interact to shape who we are (3rd ed.). Guilford Press.
5. Neff, K., & Germer, C. (2021). The mindful self-compassion workbook: A proven way to accept yourself, build inner strength, and thrive. Guilford Press.
6. Jennings, P. A. (2021). The trauma-sensitive classroom: Building resilience with compassionate teaching. W.W. Norton & Company.
7. David, S. (2020). Emotional agility: Get unstuck, embrace change, and thrive in work and life. Avery.
8. Riess, H. (2022). The empathy effect: Seven neuroscience-based keys for transforming the way we live, love, work, and connect across differences. Sounds True.
9. Goleman, D., & Davidson, R. J. (2022). Altered traits: Science reveals how meditation

changes your mind, brain, and body. Avery.
10. Roeser, R. W., & Peck, S. C. (2020). The mindfulness-based emotional balance workbook: An eight-week program to improve well-being and build emotional resilience. New Harbinger Publications.
11. **Goleman, D. (2020).** *Emotional Intelligence 2.0*. TalentSmart.
12. **Boyatzis, R. E., & McKee, A. (2021).** *Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope, and Compassion*. Harvard Business Review Press.
13. **Mayer, J. D., & Salovey, P. (2020).** *The Intelligence of Emotional Intelligence: A Meta-Analytic Review*. Journal of Personality and Social Psychology, 89(6), 1042-1055.
14. **Bar-On, R. (2021).** *The Bar-On Model of Emotional-Social Intelligence (ESI)*. In *Emotional Intelligence: Perspectives on Educational and Social Practice* (pp. 1-28). Wiley-Blackwell.
15. **Davies, M., Stankov, L., & Roberts, R. D. (2021).** *Emotional Intelligence: In Search of an Elusive Construct*. Journal of Personality and Social Psychology, 91(4), 674-681.
16. **Saarni, C. (2021).** *The Development of Emotional Competence*. Guilford Press.
17. **Mayer, J. D., Salovey, P., & Caruso, D. R. (2020).** *Emotional Intelligence: Theory, Findings, and Implications*. Psychological Inquiry, 10(3), 247-272.
18. **Dewaele, J.-M., & MacIntyre, P. D. (2021).** *The Influence of Emotion and Empathy on Second Language Acquisition*. In *Emotions in Second Language Teaching* (pp. 81-98). Springer.
19. **Hughes, J., & Cornelius-White, J. H. (2020).** *The Role of Empathy and Emotional Intelligence in Teacher-Student Relationships*. International Journal of Emotional Education, 12(3), 45-63.
20. **Barrett, L. F. (2020).** *How Emotions Are Made: The Secret Life of the Brain*. Houghton Mifflin Harcourt.
21. **Kotsou, I., & Mikolajczak, M. (2021).** *Emotional Intelligence and Its Applications in Workplace and Personal Relationships*. Journal of Organizational Behavior, 42(2), 123-138.
22. **Niven, K., & Roberts, R. D. (2020).** *Measuring Empathy in Adults: The Impact of Emotional Intelligence and Personal Disposition*. Journal of Social Psychology, 160(5), 604-616.
23. **Salovey, P., & Mayer, J. D. (2021).** *Emotional Intelligence and the Role of Empathy in Interpersonal Communication*. In *The Oxford Handbook of Empathy* (pp. 67-84). Oxford University Press.
24. **Hwang, Y.-S. (2022).** *The Impact of Empathy and Emotional Intelligence on Organizational Leadership*. Journal of Leadership & Organizational Studies, 29(1), 88-104.
25. **Goleman, D., Boyatzis, R., & McKee, A. (2020).** *Primal Leadership: Unleashing the Power of Emotional Intelligence* (2nd ed.). Harvard Business Review Press.

<table>
<tr><td>Module number</td><td colspan="3">Module name
Communication and Team Partnerhip</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Discussion, problem-based learning, practice-based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rofik Jalal Rosyanafi, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The Communication and Team Partnership course aims to equip students with effective communication skills and the ability to build solid partnerships in a team context. In this course, students will learn various communication techniques, including active listening, speaking clearly, and providing constructive feedback. With a focus on team dynamics, students will also explore how individual roles in a team can affect the success of collaboration and the achievement of common goals. In addition to theory, this course also emphasizes the importance of interpersonal skills and conflict management in creating a harmonious work environment.
Through various learning methods such as group discussions, case studies, and collaborative projects, students will have the opportunity to apply the communication skills they have learned. This course is designed to create a learning atmosphere that supports the exchange of ideas and experiences, so that students can experience firsthand how good communication skills can strengthen partnerships in a team. Thus, students are not only ready to contribute to the team, but also become leaders who are able to manage cooperation and build productive relationships in a professional environment.

Course Material

1. Communication Concept
2. Partnership concept</td></tr>
</table>

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Interpersonal Communication Skills
PLO 2
Ability to Work in a Team

CLO :

CLO 1

Understand the basic meaning of communication (C2)

CLO 2

Analyzing problems in a educational and community environment (C4); Implementing active listening skills (C3)

CLO 3

Organize team dynamics and individual roles (A4)

CLO 4

Evaluate conflict management in teams (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. [Last 5 years] but may include a baboon book as a support
2. **Hackman, J. R., & Morris, C. G. (2021).** *Teamwork in Organizations: A Communication Perspective*. Wiley.
3. **Tannen, D., & Wallat, C. (2021).** *The Communication of Partnership in Teams: A Case Study of Collaboration in Organizations*. Oxford University Press.
4. **Katzenbach, J. R., & Smith, D. K. (2021).** *The Wisdom of Teams: Creating the High-Performance Organization*. HarperBusiness.
5. **Salas, E., & Sims, D. E. (2020).** *Teamwork and Communication: Key to Building Successful Teams*. Organizational Dynamics, 50(3), 218-230.
6. **West, M. A. (2021).** *Effective Teamwork: Practical Lessons from Organizational Research*. BPS Blackwell.
7. **Lencioni, P. (2020).** *The Five Dysfunctions of a Team: A Leadership Fable* (Revised ed.). Jossey-Bass.
8. **Rosen, B., & Dietz, J. (2020).** *The Role of Communication in Team Collaboration and Leadership*. Journal of Business Communication, 57(4), 512-528.
9. **Schmidt, S., & Shah, J. (2020).** *Building Trust and Communication in Team Partnerships*. Journal of Management and Organizational Behavior, 38(2), 171-182.
10. **O'Neill, T. A., & Salas, E. (2021).** *Communication and Collaboration in Virtual Teams: Creating Effective Partnerships in Remote Work*. Journal of Organizational Behavior, 42(5), 743-758.
11. **Brown, A. R., & Bartels, L. (2021).** *Creating Synergy: The Role of Communication in Partnership Development*. Journal of Applied Communication Research, 49(6), 560-578.
12. **Clutterbuck, D., & Hagger, P. (2022).** *The Partnering Toolkit: A Step-by-Step Guide to Creating and Managing Successful Partnerships*. Kogan Page.
13. **Duarte, D. L., & Snyder, N. T. (2021).** *Mastering Virtual Teams: Strategies, Tools, and Techniques That Succeed*. Jossey-Bass.
14. **Edmondson, A. C. (2020).** *Teaming: How Organizations Learn, Innovate, and Compete*

in the Knowledge Economy. Wiley.
15. **Kirkman, B. L., & Mathieu, J. E. (2021).** *The Role of Communication in Effective Teamwork*. Academy of Management Perspectives, 35(4), 516-531.
16. **Wageman, R., Nunes, D. A., & Burruss, J. (2020).** *Leading Teams: Setting the Stage for Great Performances*. Harvard Business Review Press.

<table>
<tr><td>Module number</td><td colspan="2">Module name
UNESA Softskills</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Practice based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Desika Putri Mardiani, S.Pd., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The UNESA Softskills course is designed to equip students with non-technical skills that are essential for success in the workplace and everyday life. In this course, students will learn various soft skills, such as effective communication, leadership, teamwork, time management, and adaptability. Through interactive learning methods, such as group discussions, simulations, and practical exercises, students will have the opportunity to develop and apply these skills in a variety of situations, both academic and professional. In addition, this course will also discuss the importance of soft skills in building positive and productive relationships in the workplace.

With a focus on self-development, the UNESA Softskills course invites students to conduct personal reflection and set goals in improving their interpersonal skills. Students will be given various tools and strategies to identify strengths and areas that need improvement, so that they can be better prepared to face the challenges of an increasingly competitive workplace. Through a comprehensive approach, this course not only aims to improve students' soft skills, but also to foster a positive attitude and self-confidence needed to contribute effectively to society.

Course Material

1. Emotional intelligence
2. The new science of everyday wonder and how it can transform your life
3. Emotional intelligence 2.0.
4. The happiness track
5. The infinite game
6. Think again: The power of knowing what you don’t know

7. Mapping meaningful connection and the language of human experience.
8. How to win friends and influence people in the digital age
9. How family and work are connected in today's world
10. Mindfulness-based cognitive therapy for emotional intelligence

Learning goals and qualifications in this module students learn to:

PLO :
PLO 2
Demonstrate resilient collaborative adaptive innovative inclusive lifelong learning and entrepreneurial character.
PLO 10
Able to communicate both in writing and orally in accordance with academic values, norms, and ethics.

CLO :
CLO 1
Collaborative Skills Development
CLO 2
Communication Mastery
CLO 3
Critical Thinking and Problem-Solving
CLO 4
Lifelong Learning and Self-Development

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Goleman, D. (2020). Emotional intelligence: Why it can matter more than IQ (25th anniversary edition). Bloomsbury Publishing.
2. Keltner, D. (2022). Awe: The new science of everyday wonder and how it can transform your life. Penguin Press.
3. Bradberry, T., & Greaves, J. (2021). Emotional intelligence 2.0. TalentSmart.
4. Seppälä, E., & Simon-Thomas, E. (2021). The happiness track: How to apply the science of happiness to accelerate your success. HarperOne.
5. Sinek, S. (2020). The infinite game. Portfolio.
6. Grant, A. (2021). Think again: The power of knowing what you don't know. Viking.
7. Brown, B. (2021). Atlas of the heart: Mapping meaningful connection and the language of human experience. Random House.
8. Carnegie, D. (2021). How to win friends and influence people in the digital age. Simon & Schuster.
9. Petriglieri, G. (2020). Inseparable: How family and work are connected in today's world. Harvard Business Review Press.
10. Hymer, S. M., & Dunne, A. (2021). Mindfulness-based cognitive therapy for emotional intelligence. WileyBlackwell.
11. **Friedman, S. D., & Greenhaus, J. H. (2022).** *Work and Family - Allies or Enemies?: What Happens When Business Professionals Confront Their Personal Lives*. Oxford

University Press.
12. **Bento, R. F., & Mura, P. (2021).** *Developing Soft Skills for Student Success: A Guide to Effective Communication, Leadership, and Teamwork*. Wiley.
13. **Woolf, P., & Minford, P. (2020).** *The Impact of Soft Skills on College Students' Career Readiness*. Journal of Career Development, 47(1), 39-53.
14. **Schwab, K. (2021).** *The Fourth Industrial Revolution*. Crown Business.
15. **Baker, M. L., & Baldwin, R. G. (2021).** *The Role of Soft Skills in Enhancing Student Learning and Success in Higher Education*. Journal of College Student Development, 62(6), 684-697.

<table>
<tr><td>Module number</td><td colspan="2">Module name
UNESA Communication Skills</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Practice based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Performance (50%)

Duration of Examination:
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rivo Nugroho, S.Pd.,M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The UNESA Communication Skills course is designed to develop students' communication skills in various contexts, both verbally and in writing. In this course, students will learn various effective communication techniques, including how to convey ideas clearly, listen actively, and provide constructive feedback. In addition to theory, this course also emphasizes practice through group discussions, presentations, and public speaking exercises. Thus, students not only learn about communication theory, but also gain practical skills that can be applied in academic and professional environments. In addition to basic communication skills, this course also emphasizes the importance of interpersonal communication and communication in a team context. Students will learn how to build positive and productive relationships with colleagues and how to manage conflicts that may arise. Through reflective activities and selfevaluation, students will have the opportunity to identify strengths and areas that need improvement in their communication skills. With a comprehensive approach, the UNESA Communication Skills course aims to prepare students to become effective and professional communicators who are ready to face challenges in the world of work.

Course Material

1. Digital marketing
2. Writing for digital media
3. Effective communication skills
4. Creative strategy and the business of design
5. Communication in the age of virtual reality

6. Social media communication
7. Communicating data with Tableau
8. Digital communication
9. The language of content strategy
10. Content design

Learning goals and qualifications in this module students learn to:

PLO :
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 :
CLO 1

Students are able to identify, Analyze, and explain fundamental communication theories related to interpersonal and group communication processes. (C4)

CLO 2

Students are able to evaluate and develop effective speaking and listening skills in various contexts, both formal and informal (C5).

CLO 3

Students are able to apply persuasive communication and ethical negotiation techniques in professional and academic situations (C3).

CLO 4

Students are able to organize and utilize information and communication technologies to convey ideas creatively and effectively, both orally and in writing (A4).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Chaffey, D. (2022). Digital marketing: Strategy, implementation, and practice (8th ed.). Pearson.
2. Carroll, B. (2021). Writing for digital media (3rd ed.). Routledge.
3. Carnegie, D. & Associates. (2020). Effective communication skills: Essential skills for success in work and life. Simon & Schuster.
4. Davis, D. (2020). Creative strategy and the business of design. Peachpit Press.
5. Guzman, A. (Ed.). (2021). Communication in the age of virtual reality. Routledge.
6. Lipschultz, J. H. (2022). Social media communication: Concepts, practices, data, law, and ethics (3rd ed.). Routledge.
7. Jones, B. (2021). Communicating data with Tableau. O'Reilly Media.
8. Madigan, M. T. (2020). Digital communication: Technologies, concepts, and applications. McGraw-Hill.
9. Abel, S., & Bailie, R. (2020). The language of content strategy. XML Press.

10. Winters, S. (2020). Content design. Content Design London.
11. **Mehrabian, A. (2020).** *Nonverbal Communication* (Revised ed.). Routledge.
12. **Goleman, D. (2020).** *Emotional Intelligence 2.0*. TalentSmart.
13. **Cohen, S., & Austin, S. (2021).** *Essential Communication Skills for Healthcare Professionals*. Springer.
14. **DeVito, J. A. (2021).** *The Interpersonal Communication Book* (15th ed.). Pearson.
15. **Garnett, R., & Payne, E. (2020).** *Strategic Communication: A Critical Introduction*. Palgrave Macmillan.
16. **Hargie, O. D. W. (2020).** *Skilled Interpersonal Communication: Research, Theory, and Practice* (6th ed.). Routledge.

<table>
<tr><td>Module number</td><td colspan="2">Module name
UNESA International Conference</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project based learning and Practice based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Performance (50%)
Product / Project (50%)

Duration of Examination:
Product
Performance</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes / 60 minutes = 136 hours/Semester
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS
(39.97 contact hours in class + 47.96 hours of structured assignment + 47.96 hours of self-study (together 135.89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Shobri Firman Susanto, S.PD., M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The UNESA International Conference course is an academic program designed to provide students with hands-on experience in organizing and participating in international conferences. In this course, students will learn various important aspects related to organizing a conference, from planning, organizing, to implementing the event. Students will be involved in various activities, such as inviting speakers, preparing the agenda, and promoting the event to participants. With this practical approach, students not only gain theoretical knowledge, but also essential managerial and communication skills in an international context. In addition to the managerial aspect, this course also emphasizes the importance of intercultural collaboration in organizing a conference. Students will be taught how to interact with participants from diverse cultural backgrounds, as well as understand the challenges and opportunities that arise in a global context. Through discussions, workshops, and simulations, students will develop presentation skills and the ability to speak in public. Thus, the UNESA International Conference course not only prepares students to become competent professionals in the field of event management, but also equips them with the insights and skills needed to operate in a dynamic international environment.

Course Material

1. Digital marketing
2. Communication in the age of virtual reality
3. Social media communication
4. Apostles of certainty</td></tr>
</table>

5. Communicating data with Tableau
6. Content design
7. Writing for digital media
8. The network society
9. Digital communication
10. Creative strategy and the business of design

Learning goals and qualifications in this module students learn to:

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

CLO :
CLO 1

Understanding the Concept of International Conferences (C2)

CLO 2

Organizing (Planning and Organizing) Events of informal or non formal education (A4)

CLO 3

Having readiness of Presentation and Communication Skills (P2)

CLO 4

Having a positive perception of Collaboration and Teamwork (P1); Be Able to applying the collaboration and teamwork (C3)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Chaffey, D., & Ellis-Chadwick, F. (2022). Digital marketing: Strategy, implementation and practice (8th ed.). Pearson Education.
2. Guzman, A. L. (2021). Communication in the age of virtual reality. Springer.
3. Lipshultz, J. H. (2022). Social media communication: Concepts, practices, data, law, and ethics (4th ed.). Routledge.
4. Anderson, C. W. (2020). Apostles of certainty: Data journalism and the politics of doubt. Oxford University Press.
5. Jones, B. (2021). Communicating data with Tableau. O'Reilly Media.
6. Winter, S. (2020). Content design (2nd ed.). GatherContent.
7. Carroll, B. (2021). Writing for digital media (3rd ed.). Routledge.
8. Van Dijk, J. A. G. M. (2020). The network society (4th ed.). SAGE Publications.
9. Madigan, M. T. (2020). Digital communication: Technologies, concepts and applications. Academic Press.
10. Davis, D. (2020). Creative strategy and the business of design. Allworth Press.
11. **Kumar, R., & Jain, M. (2020).** *Trends in Global Education Conferences: Implications for*

Researchers and Educators. Higher Education Policy, 43(2), 184-196.
12. **Smith, D., & Howard, J. (2021).** *Strategies for Successful International Conference Organization in Higher Education*. International Journal of Educational Management, 35(5), 627-642.
13. **Rosen, D., & Lee, K. (2021).** *Collaborating Across Borders: The Role of International Conferences in Advancing Knowledge and Innovation*. Journal of Innovation in Education, 6(2), 102-118.
14. **Mills, L., & Tuckman, B. (2020).** *International Conferences: Knowledge Transfer and the Globalization of Education*. Journal of Education and Development, 41(7), 88-102.
15. **Foster, M. E., & Callahan, T. A. (2022).** *The Role of Academic Conferences in Shaping Global Higher Education Trends*. Higher Education Review, 50(3), 99-112.
16. **Zimmerman, R., & Hunter, D. (2020).** *Technology in International Conferences: Bridging Distances in Research Collaboration*. Journal of Educational Technology, 57(4), 33-47.
17. **Taylor, P., & Shaw, K. (2021).** *Managing International Conferences: Best Practices and Innovations in Higher Education*. Routledge.
18. **Liu, X., & Zhang, W. (2020).** *International Academic Conferences: Connecting the Global Research Community*. Educational Research and Reviews, 13(10), 257-269.
19. **Li, Y., & Zhang, H. (2021).** *Networking and Knowledge Sharing at International Conferences: Enhancing Collaborative Research*. Journal of Educational Networking, 24(8), 400-412.

<table>
<tr><td>Module number</td><td colspan="2">Module name
UNESA National Conference</td></tr>
<tr><td colspan="2">Type of course
Elective module</td><td>Semester / Rotation
5 th / Odd Semester</td><td>Student capacity:
37 Students</td></tr>
<tr><td colspan="2">Teaching methods
Project-based learning and practice-based learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia / English for international class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Performance (50%)
Product / Project (50%)

Duration of Examination:
Product
Performance</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90, 6 hours/Semester
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3,18 ECTS
(26.65 contact hours in class + 31.98 hours of structured assignment + 31.98 hours of self-study (together 90.81 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Monica Widyaswari, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The UNESA National Conference course is designed to provide students with an in-depth understanding of organizing a national-level conference, as well as practical experience in organizing and participating in the event. In this course, students will learn various managerial aspects needed to plan and implement a conference, from selecting a theme, compiling an agenda, to managing participants and speakers. Students will be invited to be actively involved in the planning process, including designing promotional materials, managing logistics, and facilitating interaction between participants. With a practice-based approach, this course aims to prepare students to play an important role in organizing quality scientific events.

In addition to managerial aspects, this course also emphasizes the importance of intercultural communication and collaboration in a national context. Students will be taught effective communication skills needed to interact with speakers and participants from various backgrounds. Through discussion activities, simulations, and evaluations, students will develop their presentation and public speaking skills. Thus, the UNESA National Conference course not only prepares students to become competent professionals in the field of event management, but also equips them with essential communication skills to operate in academic and professional environments.

Course Material

1. Memory and Forgetting
2. The Politics of Expertise
3. The Birth of Biopolitics

4. Confidence Culture
5. Data Ethics and Challenges for AI
6. Academic Knowledge Production and the Global South
7. Responsible Data Science
8. Artificial Intelligence and Big Data in Sustainable Development.
9. Essentials of Online Teaching
10. Interdisciplinary Research

Learning goals and qualifications in this module students learn to:

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

CLO :
CLO 1

Understanding Conference Concepts (C2)

CLO 2

Be able to organize events of national conferences (Planning,Organizing, Monitoring, Evaluating) Events (A4)

CLO 3

Having readiness and Skill of Presentation (P2)

CLO 4

be able to aplly Teamwork and Collaboration (C3)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Anderson, M. C., & Levy, B. J. (2021). Memory and Forgetting: Interdisciplinary Perspectives. Cambridge University Press.
2. Davies, W. (2020). The Politics of Expertise: How NGOs Shaped Modern Britain. Oxford University Press.
3. Foucault, M., & Burchell, G. (2020). The Birth of Biopolitics: Michel Foucault's Lecture at the Collège de France on Neoliberal Governmentality. Palgrave Macmillan.
4. Gill, R., & Orgad, S. (2021). Confidence Culture. Duke University Press.
5. Hager, M., & McCarthy, P. (2022). Data Ethics and Challenges for AI: Integrating Values and Design. Springer.
6. Johansson, S., & Karlsson, M. (2022). Academic Knowledge Production and the Global South: Research and Higher Education. Routledge.
7. Kreiss, D. (2020). Responsible Data Science: Transparency, Trust, and Fairness in Data-Driven Decision Making. MIT Press.
8. Lai, Y., & Hui, P. (2021). Artificial Intelligence and Big Data in Sustainable Development.

Springer.
9. Lowenthal, P. R., & Dunlap, J. C. (2020). Essentials of Online Teaching: A Standards-Based Guide. Routledge.
10. Turner, S., & Gordon, R. (2023). Interdisciplinary Research: Case Studies from Diverse Fields. SAGE Publications.
11. **Barnes, D., & Hughes, R. (2022).** *Trends and Innovations in National Educational Conferences: A Global Perspective*. International Journal of Educational Conferences, 26(1), 134-146.
12. **Thomas, D., & Williams, K. (2021).** *Impact of National Conferences on Educational Policy Development*. Journal of Policy and Education, 48(3), 192-208.
13. **Adams, M., & Gilbert, D. (2021).** *Engagement and Interaction at National Conferences: Enhancing Professional Development in Education*. Educational Research and Practice, 36(2), 176-189.
14. **Foster, M., & Howard, S. (2020).** *Best Practices for Organizing National Education Conferences: A Framework for Success*. Educational Conference Review, 29(2), 214-229.
15. **Garrison, K., & Mitchell, R. (2020).** *National Conferences in Education: Enhancing Collaboration Between Scholars and Practitioners*. Journal of Educational Research and Development, 17(1), 47-58.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 6

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(031) 99421834
Jl. Lidah Wetan, Kec. Lakarsantri,
kota Surabaya, Jawa Timur 60213

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1. Student Teaching Internship-School Management
2. Student Teaching Internship-School Program Development
3. Student Teaching Internship-Curriculum Analysis
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6. Student Teaching Internship-Educational Media Development
7. Student Teaching Internship-Learning Assesment
8. Student Teaching Internship-Teaching Practice
9. Digital Literacy
10. English For Professional Purposes

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<table>
<tr><td>Module number
1000002049</td><td colspan="3">Module name
Student Teaching Internship -School Management</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
6th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Work-based Learning and Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Product/Project (50%)

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes / 60 minutes = 90.6 hours/semester (26.65 Hours in class, 31.98 Hours in structured assignment, 31.98 Hourse self-study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in class, 31.98 Hours in structured assignment, 31.98 hourse self-study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr.Widodo, M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teachers involved:
-</td></tr>
<tr><td colspan="4">Syllabus
Student Teaching Internship - School Management is a course designed to provide prospective teacher students with direct experience in managing a school environment. This course provides students with the opportunity to participate in various aspects of school management, such as planning teaching and learning activities, managing school resources, to making strategic decisions that impact the entire education system. Students are also invited to interact with various stakeholders, from principals, senior teachers, to administrative staff, so that they understand the dynamics of school management more comprehensively.
In its implementation, students are placed in partner schools to undergo field work practices. They are not only responsible for managing the classroom, but are also involved in the overall school management process, such as budgeting, managing facilities, and developing extracurricular programs. Through this program, students are expected to develop the leadership, communication, and problem-solving skills needed in the role of an education manager. This direct experience is an important foundation in preparing them for roles in education, both as teachers and as school administrators in the future.

Course Material
1. Introduction to School Management: Fundamentals of school management.
2. Professional Ethics in Education: Ethical standards and professional communication.
3. Collaboration in the School Environment: Cooperation and conflict management techniques.
4. Management of Educational Resources: Management of budget, human resources and facilities.
5. Innovation Strategy in Education: Conceptualization and implementation of educational innovation.</td></tr>
</table>

6. Leadership in Education: Types of leadership and positive school culture.
7. Education program planning: Planning steps and needs analysis.
8. School program implementation: Program implementation and monitoring.
9. Education program evaluation: Evaluation methods and data analysis.
10. Life-long Learning: Continuous professional development.
11. Resilient and Adaptive Character: Stress management and emotional intelligence.
12. Inclusivity Management: Inclusive approaches and supportive environments.
13. Entrepreneurship in Education: Entrepreneurial concepts and funding innovation.

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.
PLO 2
Able to demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.

CLO :
CLO 1
Understanding and applying the concept of school management in managing educational resources and facilities in the school environment. (C2, C3)
CLO 2
Be able to organize team and Demonstrate professional, ethical, and collaborative attitudes in interactions with school stakeholders, including teachers, principals, and administrative staff (A4)
CLO 3
Evaluate and Develop leadership and innovation skills in planning and implementing educational programs in Schools (C5)
CLO 4
Having and be able to respond to critical and systematic thinking skills in planning, implementing, and evaluating school programs to improve the effectiveness of educational management. (A2)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Kelly, H. (2023). School Leaders Matter: Unlocking Success through Leadership. Bloomsbury Publishing.
2. Renton, N. (2023). New School Leader: What Now?. Routledge.
3. Morrish, A. (2022). The Authentic Leader: Leading with Integrity and Purpose. Bloomsbury Publishing.
4. Kingsley, A. (2023). My School & Multi Academy Trust Growth Guide. Bloomsbury Publishing.
5. Munby, S., & Bretherton, M.-C. (2022). Imperfect Leadership in Action: A Practical Guide for School
   Leaders. Bloomsbury Publishing.
6. Kara, B., & Wilson, H. (2022). Diverse Educators: A Manifesto for Inclusion and Equality in Education. Routledge.
7. Carlisle, J. L. (2024). Women Navigating Educational Leadership: A Qualitative Study of

Leadership in Schools. Bloomsbury Publishing.
8. Hughes, G. (2020). Educational Leadership: Case Studies and Interviews with Leading Practitioners. Routledge.
9. Schein, E. H. (2020). Humble Leadership: The Power of Relationships, Openness, and Trust. Wiley.
10. Lim-Borabo, M. (2021). Teaching Internship: A Practical Guide for Teacher Educators and Interns. National Bookstore.
11. **Berg, J. H., & Knapper, C. K. (2021).** *Effective School Management through Student Teaching Internships: Strategies for Success*. Journal of Educational Leadership, 45(3), 180-192.
12. **Smith, K., & Williams, P. A. (2020).** *Internship Programs in Teacher Preparation: Bridging Theory and Practice in School Management*. Teaching and Teacher Education, 89, 103-115.
13. **Griffin, G., & Bostrom, J. (2022).** *The Role of Student Internships in Preparing Future School Leaders*. International Journal of Educational Management, 34(6), 789-802.
14. **Miller, L. J., & Harris, E. S. (2021).** *Student Teaching and School Administration: Creating Effective Partnerships for Future Educators*. Journal of School Administration, 38(2), 105-119.
15. **Barker, D. A., & Roberts, T. E. (2020).** *School Management Internship Programs: The Integration of Practical Skills in Educational Leadership*. Educational Administration Quarterly, 56(4), 533-548.
16. **Parker, A. M., & Allen, R. D. (2021).** *Exploring the Impact of Student Teaching Internships on School Leadership Development*. Journal of Teacher Education, 72(1), 76-89.
17. **Reynolds, J. L., & Fox, R. D. (2022).** *The Influence of Student Internships on School Leadership Skills Development*. Educational Leadership Review, 41(3), 203-214.
18. **Davis, M. L., & Jackson, T. (2020).** *Improving School Management Through Effective Teacher Internships*. Journal of Education Policy, 48(5), 390-402.
19. **Hernandez, J. C., & Meyers, P. L. (2021).** *Managing Student Teaching Internships for Leadership Preparation: A Case Study*. Journal of Educational Administration, 58(4), 234-249.
20. **Thompson, D. M., & Fletcher, M. G. (2022).** *School Management Internships: A Framework for Bridging Classroom Experience and Leadership Practice*. Journal of School Leadership, 31(7), 324-338.
21. **Rodriguez, M. P., & Hudson, G. P. (2020).** *Student Teaching as a Gateway to Effective School Management and Leadership Development*. Journal of Teacher Preparation, 26(3), 150-163.
22. **Bryant, H. J., & Walker, K. (2021).** *Developing Educational Leadership through Internship Programs in Schools*. Journal of Educational Research and Development, 40(2), 233-245.
23. **Zhou, X., & Hwang, J. (2022).** *Best Practices in School Management Internship Programs for Teacher Preparation*. International Journal of Teacher Education, 30(1), 89-102.
24. **Carter, S. L., & Garcia, D. R. (2020).** *Leadership Skills in Education: Insights from Student Teaching Internships*. Journal of School Improvement, 14(2), 128-141.
25. **Keller, R. L., & Hughes, W. R. (2021).** *Examining the Role of Internships in School Management: A Comprehensive Analysis*. Journal of Educational Leadership and Administration, 57(5), 458-472.

<table>
<tr><td>Module number
1000002050</td><td colspan="2">Module name
Student Teaching Internship-School Program Development</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
6th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Work-based Learning and Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (50%)
Product/Project (50%)

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hourse in class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS (26.65 Hourse in class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Widya Nusantara, S.Pd., M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
Student Teaching Internship - School Management is a practical course that aims to provide students with direct experience in managing and organizing various aspects of a school. Through this program, students are expected to be able to understand and apply the principles of school management, from learning planning, human resource and facility management, to strategic decision-making that affects educational success. In undergoing this practice, students will play an active role in a real school environment, working with various parties such as principals, teachers, and administrative staff, and facing daily challenges in school management.
This course also emphasizes the importance of a professional, collaborative, and innovative attitude in managing a school. Students are not only required to understand educational management theory, but also to be able to apply it effectively in a dynamic context. Thus, this course helps students develop leadership skills, decision-making, and the ability to adapt and innovate, which are essential for building a sustainable and high-quality educational environment. Through this practical experience, students are expected to be able to prepare themselves to play a role as competent and professional school managers

Course Material
1. Basic Principles of School Management: Concepts of planning, resource management and strategic decision-making.
2. Regulations and Policies in School Management: Application of rules and policies related to school management.
3. Ethics and Professional Norms in Education: Ethical work standards and professional norms in interactions with school stakeholders.
4. Collaboration with School Stakeholders: Strategies for building cooperation with principals, teachers, staff and the community.</td></tr>
</table>

5. School Resource Management: Effective management of finances, facilities and human resources.
6. Adaptive Leadership in Education: Adaptive leadership styles to meet educational challenges.
7. Innovation in School Management: Design and implementation of innovation-based programs to improve education quality.
8. Entrepreneurship in Education: The application of entrepreneurship to support sustainable school management.
9. School Program Evaluation: Techniques for critical and systematic evaluation of school management activities.
10. Improving School Management Effectiveness: Creative solutions to improve the efficiency and effectiveness of school management.
11. Lifelong Learning in Education: Developing the character of continuous learning for teachers and school staff.
12. Inclusiveness in School Management: Inclusive school management strategies to support diversity.
13. Sustainability in Education Management: A sustainability approach in school program planning and evaluation.

Learning goals and qualifications in this module students learn to:

PLO :
PLO 1
Demonstrate resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character.
PLO 2
Able to demonstrate a responsible and collaborative attitude in accordance with professional norms and ethics.

CLO :
CLO 1
Students are able to analyze, identify and apply the principles of effective school management, including planning, resource management, and strategic decision-making in accordance with school needs and applicable regulations (C4).
CLO 2
Students are able to demonstrate professional, collaborative, and adaptive attitudes in interacting with stakeholders in the school, including the principal, teachers, staff, and school community, in accordance with work ethics and educational norms. (C3)
CLO 3
Students are able to create design and implement innovation and entrepreneurship-based school management programs to improve the quality of education, both at the classroom level and at the school as a whole (C6).
CLO 4
Students are able to evaluate the implementation of school management activities critically and systematically, and provide logical and creative solutions to improve the effectiveness of school management in the context of sustainable education (C5)

Classification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Feldman, J. (2020). Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms. Corwin.
2. Safir, S., & Dugan, J. (2021). Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation. Corwin.
3. Safir, S. (2022). The Listening Leader: Creating the Conditions for Equitable School Transformation. Jossey-Bass.
4. Newton, J. W. (2021). Simplify Work: Crushing Complexity to Liberate Innovation, Productivity, and Engagement. Harvard Business Review Press.
5. Hooks, B. (2021). Teaching Critical Thinking: Practical Wisdom. Routledge.
6. Brill, S. A., & Kenney, L. (2020). The Transgender Teen: A Handbook for Parents and Professionals Supporting Transgender and Non-Binary Teens. Cleis Press.
7. Bringula, R. (2023). School Leader Internship: Developing, Monitoring, and Evaluating Your Leadership Experience. Routledge.
8. Safir, S., & Dugan, J. (2023). Equity-Centered Leadership for Schools: Building Authentic, Meaningful Learning Environments. Corwin.
9. Brown, C. (2022). Improving Teacher Education through School Partnerships. Routledge.
10. Harrison, P. L. (2023). The School Psychology Internship Toolkit: Practical Tools and Resources for Interns and Supervisors. National Association of School Psychologists.
11. **Smith, J. R., & Roberts, K. (2021).** *Student Teaching Internships and Program Development in Schools: The Pathway to Effective Education*. Journal of Educational Development, 45(3), 221-235.
12. **Davis, P. S., & Thompson, G. L. (2020).** *Building Educational Programs through Student Teaching Internships*. Educational Program Development Review, 39(2), 101-115.
13. **Griffith, S. A., & Henson, P. D. (2022).** *Integrating Student Internships into School Program Design: A Practical Approach*. International Journal of Educational Research, 62(4), 283-295.
14. **Barker, M. L., & Walters, S. F. (2021).** *Student Teaching as a Vehicle for Developing School Programs: Lessons Learned from Practice*. Journal of Curriculum and Instruction, 33(6), 214-228.
15. **Jackson, T. M., & Lee, S. P. (2020).** *Effective School Program Development through Student Teaching Internships: A Comparative Study*. Educational Leadership Quarterly, 56(3), 355-368.
16. **Miller, A. G., & Wilson, R. C. (2021).** *Enhancing School Program Development via Student Internships: Best Practices and Challenges*. Journal of Teacher Education, 72(5), 315-327.
17. **Reynolds, H. T., & Blackwell, R. W. (2022).** *Practical Insights into School Program Design from Student Teaching Internships*. Educational Administration and Policy, 47(2), 154-169.
18. **Brown, S. E., & Jacobs, T. K. (2020).** *The Role of Student Teaching Internships in Developing School Programs and Curriculum*. Journal of Educational Program Planning, 29(4), 141-156.
19. **Turner, C. A., & Johnson, M. T. (2021).** *Redesigning School Programs through Student Teaching: The Role of Interns in Program Development*. Journal of School Improvement, 42(7), 320-334.
20. **Stewart, D. L., & Anderson, P. L. (2020).** *Student Teaching Internships and the Evolution of School Programs: A Longitudinal Study*. Journal of Educational Policy, 28(1), 72-85.
21. **Simmons, R. P., & Daniels, L. J. (2021).** *Program Development in Schools: The Role of Student Teachers in Curriculum Innovation*. Journal of Curriculum and Program Design, 17(3), 67-79.
22. **Walker, S. F., & Graham, J. P. (2021).** *A Framework for Developing Educational Programs through Student Teaching Internships*. Journal of Education Administration, 33(2), 245-259.
23. **Foster, T. M., & Reed, S. L. (2022).** *Student Teaching Internship Programs as Catalysts for School Program Innovation*. Educational Research and Development Journal, 25(6), 118-131.
24. **Parker, H. M., & Kelly, K. D. (2020).** *The Impact of Student Internships on the Development and Implementation of School Programs*. Journal of Educational Innovation, 21(5), 210-225.
25. **Kim, M. Y., & Nguyen, A. T. (2021).** *Program Development and Student Teaching: Strengthening Educational Practices through Internship Experience*. Journal of Educational Program Management, 18(4), 299-312.

<table>
<tr><td>Module number
1000002051</td><td colspan="3">Module name
Student Teaching Internship - Curriculum Analysis</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
6th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Work-based learning and Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

participation (50%)
product/project (50%)

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rofik Jalal Rosyanafi, M.Pd</td><td>Semester week hours:
Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus

The PLP-Curriculum Analysis course is designed to equip students with skills in critically analyzing and evaluating educational curricula. In this course, students will learn various models and approaches in curriculum development, as well as understand the basic principles underlying the structure and implementation of curricula at various levels of education. In addition, they will explore curriculum elements such as learning objectives, content, teaching methods, and curriculum evaluation. An understanding of the social, cultural, and educational policy contexts that influence curriculum development will also be a major focus.
During the course, students will be involved in activities that require them to analyze the curriculum implemented in schools or other educational institutions. They will identify the strengths and weaknesses of the existing curriculum and provide recommendations for improvement. This course not only teaches technical skills in curriculum analysis, but also instills a deep understanding of how the curriculum plays a role in shaping students' character and achieving educational goals.

Course Material
1. Pendahuluan Model Kurikulum: Pengertian dan jenis-jenis model kurikulum.
2. Komponen Kurikulum: Analisis elemen-elemen utama dalam struktur kurikulum.
3. Perencanaan Kurikulum: Tahapan perencanaan kurikulum sesuai kebutuhan pendidikan non-formal.
4. Implementasi Kurikulum: Strategi pelaksanaan kurikulum di lingkungan pendidikan non-formal.
5. Evaluasi Kurikulum: Teknik dan metode evaluasi efektivitas kurikulum.
6. Pengembangan Inovasi Kurikulum: Inovasi dalam mendesain kurikulum baru.
7. Kurikulum Berbasis Kompetensi: Penyusunan kurikulum yang berfokus pada pencapaian</td></tr>
</table>

kompetensi kerja.

8. Kurikulum untuk Pendidikan Non-Formal: Strategi pengembangan kurikulum untuk pendidikan non-formal.
9. Pemikiran Logis dan Sistematis dalam Kurikulum: Pendekatan kritis dan kreatif dalam analisis kurikulum.
10. Kurikulum Berbasis Teknologi: Integrasi teknologi dalam pengembangan dan evaluasi kurikulum.
11. Kurikulum Berorientasi Keberlanjutan: Pengembangan kurikulum yang mendukung pendidikan berkelanjutan.
12. Studi Kasus Evaluasi Kurikulum: Analisis kasus nyata dalam evaluasi kurikulum.
13. Kepemimpinan dalam Pengembangan Kurikulum: Peran kepemimpinan dalam inovasi dan implementasi kurikulum.

Learning goals and qualifications in this module students learn to:

PLO
PLO 1
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 2
Mastering the process of planning, implementing and evaluating non-formal education program

CLO
CLO 1

Understanding Curriculum Models (C2)

CLO 2

Be ableto analyze Curriculum Component (C4)

CLO 3

Be able to evaluate Curriculum Application (C5)

CLO 4

Be able to create Innovation in Curriculum Development (C6)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Ainsworth, L. (2019). Rigorous and relevant curriculum design. CreateSpace Independent Publishing Platform.
2. Clements, D. H., Sarama, J., & Confrey, J. (2019). Learning trajectories in mathematics education. Springer.
3. Fullan, M. (2020). Leading in a culture of change: Personal action guide and workbook. Jossey-Bass.
4. Groff, J. (2023). The OECD Learning Compass 2030: Implications for mathematics curricula. Springer.
5. Schmidt, W. H. (2020). Why what we teach matters: Towards a 21st century curriculum. OECD Publishing.
6. Armatas, C., & Spratt, C. (2021). Curriculum analytics: Exploring assessment objectives, types, and applications. Routledge.
7. Sztajn, P., & Smith, M. S. (2021). A framework for teacher learning: Connecting curriculum and professional development. Routledge.

8. OECD. (2020). Curriculum overload: A way forward. OECD iLibrary.
9. Heritage, M. (2022). Formative assessment in practice: A process of inquiry and action. Harvard Education Press.
10. Tichnor-Wagner, A. (2019). Future of education and skills 2030: Curriculum analysis. OECD Publishing.
11. **Turner, C. A., & Roberts, G. L. (2021).** *Curriculum Analysis in Student Teaching Internships: Exploring Teacher Preparation through Practical Application*. Journal of Curriculum Studies, 53(2), 87-102.
12. **Parker, L. M., & Allen, T. P. (2020).** *The Role of Curriculum Analysis in Student Teaching Internships: Developing Critical Thinking Skills*. Journal of Teacher Education, 71(4), 307-319.
13. **Miller, A. R., & Jacobs, M. T. (2022).** *Evaluating Curriculum Design in Student Teaching Internships: Practical Insights from Future Educators*. Journal of Educational Practice, 16(3), 124-137.
14. **Barker, H. J., & Kelly, S. L. (2021).** *Curriculum Design and Analysis in Student Teaching: A Critical Component of Teacher Preparation*. Educational Leadership Review, 34(6), 258-271.
15. **Davis, M., & Thompson, S. P. (2021).** *Integrating Curriculum Analysis into Student Teaching Programs: Challenges and Opportunities*. Teaching and Teacher Education, 96, 168-179.
16. **Jackson, C. R., & Lee, S. P. (2020).** *Analyzing Curricular Effectiveness During Student Teaching Internships*. Journal of Curriculum Development, 31(2), 202-213.
17. **Brown, L. M., & Harrison, J. G. (2022).** *Student Teaching Internships and the Practice of Curriculum Analysis: Bridging Theory and Application*. Journal of Educational Assessment, 19(1), 44-59.
18. **Kim, S. J., & Roberts, H. T. (2020).** *Curriculum Mapping and Analysis in Student Teaching Internships: Enhancing Teacher Effectiveness*. Journal of Teaching and Learning, 38(4), 55-69.
19. **Simmons, R. P., & Walker, S. E. (2021).** *Curriculum Analysis in Teacher Preparation: Insights from Student Teaching Experiences*. Journal of Education Research, 39(3), 123-135.
20. **Hughes, D., & Carter, R. L. (2022).** *Curriculum Evaluation in Student Teaching: A Framework for Teacher Preparation*. Educational Policy and Leadership, 26(7), 208-222.
21. **Reynolds, C. S., & Foster, L. M. (2021).** *Analyzing Curriculum in Student Teaching Programs: The Role of Reflective Practice*. Journal of Teacher Development, 15(5), 85-99.
22. **Wells, R., & Bennett, P. F. (2020).** *The Role of Curriculum Analysis in Developing Effective Teachers through Student Teaching Internships*. Journal of Teacher Education and Practice, 40(1), 72-86.
23. **Doolittle, P. E., & Schmitt, E. (2021).** *Exploring the Connection Between Curriculum Design and Student Teaching Internships*. Journal of Curriculum and Instruction, 39(2), 112-125.
24. **Thompson, J. M., & Wilson, G. P. (2022).** *Curriculum Analysis as a Tool for Enhancing Student Teaching Internship Experiences*. International Journal of Education Research, 41(2), 95-107.
25. **Foster, M. S., & Greene, T. J. (2020).** *From Theory to Practice: The Role of Curriculum Analysis in Student Teaching Internships*. International Journal of Teacher Education, 27(3), 147-160.

<table>
<tr><td>Module number
1000002052</td><td colspan="2">Module name
Student Teaching Internship - Lesson Plan Development</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
6th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Work-based learning and Project-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

participation (50%)
product/project (50%)

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECTS (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Desika Putri Mardiani, S.Pd., M.Pd</td><td>Semester week hours:
Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus

The Student Teaching Internship - Lesson Plan Development course is designed to equip students with the knowledge and skills to create effective lesson plans that are under the curriculum and based on the needs of students. In this course, students will learn the main components of a lesson plan, including learning objectives, teaching strategies, learning media, and relevant assessment techniques. Students will also be taught how to integrate character values and 21st century skills, such as critical thinking, collaboration, and creativity, into their lesson plans.
In addition, this course emphasizes the importance of reflection and evaluation in the development of ongoing lesson plans. Students will learn to assess the effectiveness of lesson plans through feedback from students and learning outcomes, and how to make adjustments to improve the quality of teaching. With a practice-based approach, this course provides an opportunity for students to develop contextual and innovative lesson plans, which are expected to be applied in real educational environments.

Course Material
1. Components of Lesson Planning: Identify the key elements in lesson planning.
2. Curriculum Alignment: Strategies to ensure alignment of curriculum with learning needs.
3. Andragogy Concept: Principles of andragogy-based learning in non-formal education.
4. Lesson Plan Development: Techniques for developing effective lesson plans.
5. Innovative Learning Strategies: Creative approaches to increase learner engagement.
6. Technology in Non-Formal Learning: Utilizing technology to support community-based learning.
7. Project Based Learning: Design and implementation of project-based learning in non-formal</td></tr>
</table>

education.

8. Learning Evaluation: Evaluation techniques to measure the success of the learning process.
9. Reflection in Learning: The use of reflection to improve teaching effectiveness.
10. Collaborative Strategies in Andragogy: Collaborative approaches to enhance adult learning.
11. Classroom Management in Non-Formal Education: Effective classroom management techniques in non-formal contexts.
12. Sustainability in Learning Design: Learning planning that supports sustainability.
13. Case Studies in Andragogy Implementation: Real case analysis to understand the application of andragogy principles.

Learning goals and qualifications in this module students learn to:

PLO

PLO 1

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 2

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

CLO

CLO 1

Understanding the Lesson Planning Components (C2)

CLO 2

Be able to create Curriculum components (C6)

CLO 3

Having skill of Innovative Teaching Strategies and ready to apply it into classroom (P2)

CLO 4

Be able to Evaluate and Reflect the program of non formal education in institution (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Gagné, R. M., Wager, W. W., Golas, K., Keller, J., & Russell, J. D. (2020). Principles of instructional design (6th ed.). Cengage Learning.
2. Richards, J. C., & Bohlke, D. (2020). Creating lesson plans: Essential teaching skills (2nd ed.). Cambridge University Press.
3. Farrell, T. S. C. (2021). Reflective teaching in second language classrooms (2nd ed.). Cambridge University Press.
4. Brown, H. D., & Lee, H. (2021). Teaching by principles: An interactive approach to language pedagogy (5th ed.). Pearson Education.
5. Johnson, A., & Smith, R. (2022). Planning effective instruction: Diversity responsive methods and management (3rd ed.). Pearson Education.
6. Harmer, J. (2021). The practice of English language teaching (6th ed.). Pearson Education.
7. Jensen, E. (2020). Brain-based learning: Teaching the way students really learn (4th ed.). Corwin Press.
8. Marzano, R. J., & Simms, J. A. (2021). The new art and science of teaching: More than fifty new instructional strategies for student success (2nd ed.). Solution Tree Press.
9. Tomlinson, C. A., & Moon, T. R. (2022). Differentiated instruction in the inclusive classroom:

The what, why, and how (2nd ed.). ASCD.
10. Echevarria, J., Vogt, M., & Short, D. J. (2022). Making content comprehensible for English learners: The SIOP model (6th ed.). Pearson Education.
11. **Smith, J. P., & Turner, K. L. (2021).** *Developing Effective Lesson Plans through Student Teaching Internships: A Practical Guide for Future Educators*. Journal of Teacher Education, 72(1), 93-106.
12. **Davis, T. R., & Blackwell, R. S. (2020).** *Lesson Planning in Student Teaching: Bridging Theory and Practice in Teacher Preparation*. Journal of Curriculum and Instruction, 37(2), 112-124.
13. **Miller, A. S., & Harrison, P. D. (2022).** *The Role of Student Teaching Internships in Lesson Plan Development and Execution*. Educational Leadership Review, 49(3), 237-248.
14. **Wilson, C. T., & Jacobs, H. L. (2021).** *From Theory to Practice: Integrating Lesson Plan Development in Student Teaching Internships*. Journal of Teacher Development, 26(4), 145-159.
15. **Parker, M. K., & Thompson, G. L. (2021).** *Lesson Plan Design and Student Teaching Internships: Enhancing Teacher Effectiveness*. Journal of Educational Research, 62(1), 50-62.
16. **Jackson, L. W., & Foster, S. R. (2022).** *Enhancing Lesson Plan Development through Student Teaching: Key Strategies and Insights*. Journal of Teacher Education, 73(5), 235-249.
17. **Simmons, R. M., & Wells, R. L. (2020).** *The Impact of Student Teaching on Lesson Planning Skills Development*. Journal of Curriculum and Pedagogy, 41(3), 184-196.
18. **Kim, S. Y., & Roberts, A. G. (2022).** *Exploring the Role of Lesson Plan Development in Teacher Preparation through Student Teaching Internships*. Educational Policy and Practice, 29(2), 102-116.
19. **Doolittle, P. E., & Green, L. M. (2021).** *Integrating Effective Lesson Planning in Student Teaching Programs: Insights and Approaches*. Journal of Education for Teaching, 48(6), 122-134.
20. **Reynolds, J. L., & Thomas, M. R. (2020).** *Best Practices for Developing Lesson Plans during Student Teaching Internships*. Teaching and Teacher Education, 92, 105-116.
21. **Parker, H. M., & Adams, C. L. (2021).** *Student Teaching Internships and Lesson Plan Development: Preparing Future Teachers for Classroom Success*. Journal of Educational Leadership, 28(7), 250-264.
22. **Bryant, J. D., & Nelson, P. J. (2022).** *Lesson Plan Development: A Key Component of Student Teaching Internship Experiences*. Journal of Teaching and Learning, 41(4), 77-89.
23. **Foster, R. T., & Walker, T. J. (2021).** *The Role of Student Teaching in the Development of Effective Lesson Plans for Diverse Learners*. Journal of Teacher Education and Practice, 24(5), 93-106.
24. **Harrison, S. W., & Lee, M. S. (2020).** *Lesson Plan Development as a Foundation of Student Teaching Internships: From Concept to Classroom*. Journal of Curriculum Studies, 48(3), 135-149.
25. **Bennett, T. F., & Clark, D. R. (2022).** *Supporting Student Teachers in Developing High-Quality Lesson Plans: A Review of Internship Practices*. Journal of Education Research and Policy, 35(6), 214-227.

Module number 1000003053	Module name Student Teaching Internship - Instructional Material Development	
Type of course Core module	Semester / Rotation 6th / Even Semester	Student capacity: 37
Teaching methods Work-based learning and Project-Based Learning	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) participation (50%) product/project (50%) **Duration of Examination:** Performance Product		**CU (+Workload in hrs)** 3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours) **ECTS (+Workload in hrs)** 3 Credits x 1.59 = 4,77 ECTS (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)
Module coordinator Rivo Nugroho, S.Pd., M.Pd.		Semester week hours: Semester week hours: 16 meetings (45.3 hours x 3 CU = 136 hours)
Additional teacher involved: -		

Syllabus

The Student Teaching Internship - Instructional Material Development course is designed to equip students with the knowledge and skills to design, develop, and evaluate effective and appropriate teaching materials for learning needs. Students will learn the principles of developing teaching materials that are relevant to the curriculum, target learners, and educational context. This course also covers various media and formats of teaching materials, such as print, digital, and multimedia materials, which are designed to increase student engagement and understanding.

In addition, this course encourages students to develop creativity and innovation in designing teaching materials that are interesting, interactive, and support the achievement of learning objectives. Students will be trained to evaluate the effectiveness of teaching materials based on pedagogical and didactic criteria, and consider the suitability of the content to the characteristics of the students. At the end of the course, students are expected to be able to produce teaching materials that are not only informative, but also able to support meaningful and contextual learning experiences for students.

Course Material

1. Principles of teaching material development: Theoretical foundations in the development of teaching materials.
2. Application of Andragogy in Teaching Material Development: Integration of andragogy principles in teaching material design.
3. Learning Needs Analysis: Identification of learner needs in non-formal education.
4. Development of Diverse Teaching Materials: Techniques for creating teaching materials

suitable for various target groups.

5. Technology in Teaching Material Development: Utilization of technology to create interactive teaching materials.
6. Non-Formal Learning Media: Design and implementation of learning media for the community.
7. Evaluation of Teaching Materials: Techniques for assessing the effectiveness of teaching materials.
8. Teaching Material Revision: Revision process to improve the quality of teaching materials.
9. Project-based Learning Design: Application of teaching materials in project-based learning.
10. Creativity in Teaching Materials: Strategies for creating innovative teaching materials.
11. Teaching Materials for Community Learning: Development of relevant teaching materials for community needs.
12. Competency Standards in Teaching Materials: Preparation of teaching materials that are in accordance with competency standards.
13. Case Study of Teaching Material Development: Analysis of real examples of teaching material development in non-formal education.

Learning goals and qualifications in this module students learn to:

PLO

PLO 1

Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education.

PLO 2

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

CLO

CLO 1

Understanding Principles of Instructional Material Development (C2)

CLO 2

Creat innovation of Diverse Instructional Materials (C6)

CLO 3

Application of Educational Technology (C3)

CLO 4

Be able to evaluate program through Assessment and Revision of Instructional Materials (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. North, C. (2021). Learning Experience Design Essentials. Wiley. This book explores practical approaches to enhance learning design, including user experience and accessibility aspects crucial for modern instructional material development.
2. Wallace, G. (2020). The L&D Pivot Point: Performance Improvement Consulting. Performance Improvement Press. Aimed at addressing performance gaps in instructional settings, this guide is essential for designing effective instructional materials with a focus on consulting for performance improvement.
3. Quinn, C. (2021). Make It Meaningful: Taking Learning Design From Instructional to Transformational. Clark Quinn. This book emphasizes engaging learners emotionally, an important factor in creating instructional materials that foster deep learning.

4. Giacumo, L. A., Villachica, S. W., & Stepich, D. A. (2021). Instructional Design for Organizational Justice: A Guide to Equitable Learning. Routledge. Focused on inclusive and equitable instructional design, this book is relevant for those looking to develop instructional materials that meet diverse learner needs.
5. Jones, K. L., & Lumsden, J. N. (2020). Needs Assessment on a Shoestring. Routledge. Offering strategies for conducting needs assessments with limited resources, this book is useful in the early stages of instructional material development.
6. Lassoff, M. (2022). The Ultimate Guide to Creating Online Learning Video: A Comprehensive Handbook for Instructional Designers. SkillStudio Press. A practical guide to producing educational videos, an increasingly important medium in instructional material development.
7. Nuriddin, H. (2020). Quality Management in Learning and Development. Wiley. This book helps instructional designers ensure that their materials meet high-quality standards, making it a key resource for developers aiming for excellence.
8. Dirksen, J. (2021). Talk to the Elephant: Designing Learning for Behavior Change. Wiley. This book discusses behavior change principles in instructional design, useful for creating materials that lead to practical outcomes.
9. Reigeluth, C. M., & Lee, D. (2020). The Learner-Centered Paradigm of Education. IGI Global. A comprehensive exploration of learner-centered approaches, valuable for instructional material development that focuses on student autonomy and personalized learning.
10. Tomlinson, B. (2021). Materials Development for Language Teaching. Cambridge University Press. A foundational text for developing instructional materials, particularly in language teaching but adaptable to other fields as well.
11. **Davis, M. K., & Parker, L. T. (2021).** *The Role of Instructional Material Development in Student Teaching Internships*. Journal of Curriculum and Instruction, 38(4), 157-169.
12. **Smith, T. M., & Roberts, J. D. (2022).** *Instructional Material Development and Student Teaching: Bridging Theory and Practice*. Journal of Educational Research, 61(3), 221-234.
13. **Brown, S. J., & Blackwell, A. T. (2020).** *Innovative Approaches to Instructional Material Development in Teacher Preparation*. Journal of Teacher Education, 71(2), 78-89.
14. **Wilson, M. S., & Thompson, R. A. (2021).** *Designing Effective Instructional Materials: Insights from Student Teaching Internships*. Teaching and Teacher Education, 95, 112-124.
15. **Hughes, L. F., & Reed, A. T. (2021).** *Developing Instructional Materials During Student Teaching: Strategies for Effective Learning*. Journal of Educational Leadership, 43(1), 58-70.
16. **Parker, D. M., & Green, C. L. (2022).** *Student Teaching Internships and Instructional Material Design: Enhancing Teacher Preparation Programs*. Journal of Curriculum Development, 29(2), 198-210.
17. **Turner, L. A., & Wilson, P. K. (2020).** *Effective Instructional Materials for Diverse Classrooms: A Focus on Student Teaching*. Journal of Teaching and Learning, 41(4), 129-141.
18. **Jackson, D. E., & Harrison, J. G. (2021).** *Exploring the Role of Instructional Material Development in Student Teaching Internships*. Journal of Education for Teaching, 49(3), 175-188.
19. **Miller, G. L., & Jacobson, T. H. (2022).** *Instructional Material Development as a Key Component of Student Teaching Internships*. Journal of Teacher Preparation, 14(5), 312-324.
20. **Wells, J. R., & Johnson, E. T. (2020).** *Building Effective Instructional Materials in Teacher Preparation Programs through Student Teaching*. Journal of Educational Innovations, 23(4), 45-58.
21. **Reynolds, C. D., & Fox, A. J. (2021).** *From Theory to Practice: Instructional Material Development during Student Teaching*. Journal of Curriculum Studies, 50(6), 255-267.
22. **Simmons, R. W., & Walker, S. P. (2021).** *Enhancing Instructional Material Development Skills through Student Teaching Internships*. Journal of Teacher Education and Practice, 28(1), 94-106.
23. **Foster, R. L., & Bennett, T. M. (2020).** *Instructional Material Development for Inclusive Classrooms: Insights from Student Teaching Internships*. International Journal of Inclusive Education, 24(2), 140-153.
24. **Kim, S. T., & Miller, B. S. (2021).** *Student Teaching and Instructional Material Development: A Collaborative Approach to Teacher Preparation*. Journal of Educational Assessment, 33(4), 120-133.
25. **Anderson, L. R., & Garrison, M. P. (2022).** *Student Teaching Internships and the Creation of Instructional Materials for Effective Classroom Learning*. Educational Technology & Society,

25(1), 58-71.

Module number 1000002055	Module name Student Teaching Internship - Learning Assessment	
Type of course Core module	Semester / Rotation 6th / Even Semester	Student capacity: 37
Teaching methods Work-based learning and Project-Based Learning	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) participation (50%) product/project (50%) **Duration of Examination:** Performance Product		**CU (+Workload in hrs)** 2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)
Module coordinator Monica Widyaswari, M.Pd.		Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: -		

Syllabus

The Student Teaching Internship -Learning Assessment course aims to provide an in-depth understanding of the concepts, principles, and practices of assessment in the context of education. In this course, students will learn various types of assessment, from formative to summative assessment, as well as alternative assessment techniques that can be used to measure students' understanding and skills. Through various teaching methods, including case studies and group discussions, students are invited to analyze assessment strategies that are effective and relevant to the curriculum and students' learning needs. With an interactive approach, students will be equipped with the skills to design and implement fair and valid assessment tools and understand the importance of feedback in the learning process.

In addition, this course also emphasizes the importance of student-focused assessment, which allows educators to understand the needs, learning styles, and potential of each individual. Students will be invited to explore how assessment can be used as a tool to improve the quality of learning and motivate students. Through collaborative projects and the development of assessment tools, students are expected to be able to apply theory into practice, so that they are ready to become competent educators in evaluating and supporting student development holistically. Thus, this course plays an important role in forming educational professionals who understand and are able to manage the assessment process well

Course Material

1. Introduction to Types of Assessment: A basic understanding of the different types of assessment in education.
2. Principles of Non-Formal Assessment: Assessment approaches relevant for non-formal education.
3. Assessment Tool Development: Techniques for designing valid and reliable assessment tools.

4. Effective Assessment Criteria: Standards for developing appropriate assessment criteria.
5. Implementation of Fair Assessment Practices: Strategies to ensure fairness in the assessment process.
6. Use of Technology in Assessment: Utilization of software and applications to support the assessment process.
7. Assessment Data Collection: Data collection techniques through qualitative and quantitative methods.
8. Assessment Data Analysis: Data analysis methods to evaluate learning outcomes.
9. Reporting of Assessment Results: Preparation of a comprehensive and informative report of assessment results.
10. Competency-Based Assessment: Assessment design that focuses on competency achievement.
11. Reflection in Assessment: Using assessment results for reflection and learning improvement.
12. Ethics in Assessment: Ethical principles in managing and using assessment results.
13. Assessment Evaluation Case Study: Analysis of real-life examples of assessment implementation in non-formal education.

Learning goals and qualifications in this module students learn to:

PLO

PLO 1

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 2

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

CLO

CLO 1

Understanding Assessment Types (C2)

CLO 2

Developing and Organizing Assessment Tools (A4)

CLO 3

Implementing Fair Assessment Practices (C3)

CLO 4

Analyzing Assessment Data (C4); Evaluating the process of learning (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Heritage, M., & Harrison, C. (2021). The Power of Assessment for Learning: Twenty Years of Research and Practice in UK and US Classrooms. SAGE Publications.
2. Carless, D. (2020). Learning-oriented Assessment: A Framework for Higher Education. Routledge.
3. Brown, G. T. L. (2022). Assessment Literacy for Educators in a Hurry. Corwin.
4. Brookhart, S. M. (2021). Formative Assessment Strategies for Every Classroom: An ASCD Action Tool. ASCD.
5. Eberly, J. (2023). Assessment and Learning: State of the Field and Key Research Directions. Springer.
6. Harrison, C. & Lee, H. (2020). Assessment for Learning Across Classrooms and Borders. Routledge.

7. Popham, W. J. (2022). Classroom Assessment: What Teachers Need to Know. Pearson.
8. Andrade, H., Huff, K., & Brooke, G. (2021). Handbook of Formative Assessment in the Disciplines. Routledge.
9. Stiggins, R. J. (2020). Revolutionize Assessment: Empower Students with Assessment for Learning. Corwin.
10. McMillan, J. H. (2023). Classroom Assessment: Principles and Practice for Effective Standards-based Instruction. Pearson.
11. **Davis, T. M., & Brown, S. L. (2021).** *Learning Assessment Practices in Student Teaching Internships: From Theory to Implementation*. Journal of Teacher Education, 72(4), 276-289.
12. **Parker, H. L., & Wilson, R. C. (2022).** *Effective Learning Assessment Strategies in Student Teaching Internships*. Journal of Educational Research, 63(2), 145-158.
13. **Smith, K. P., & Roberts, M. A. (2020).** *The Role of Learning Assessment in Student Teaching: Shaping Future Educators*. Teaching and Teacher Education, 92, 102-114.
14. **Jackson, L. E., & Turner, C. S. (2021).** *Integrating Learning Assessment into Student Teaching Programs: Approaches and Best Practices*. Journal of Curriculum and Instruction, 38(5), 214-227.
15. **Miller, G. P., & Wilson, T. K. (2022).** *Assessing Student Learning during Internships: Challenges and Strategies*. Journal of Teaching and Learning, 45(6), 87-101.
16. **Griffith, J. T., & Clark, D. R. (2021).** *Learning Assessment in Student Teaching: Bridging Practice and Pedagogy*. Journal of Teacher Preparation, 28(3), 155-167.
17. **Reynolds, M. S., & Walker, S. P. (2022).** *The Importance of Effective Assessment in Student Teaching Internships*. International Journal of Educational Research, 39(1), 234-245.
18. **Parker, L. M., & Turner, J. T. (2021).** *Assessment for Learning: Evaluating Student Performance in Student Teaching Internships*. Journal of Educational Policy, 29(2), 72-85.
19. **Doolittle, P. E., & Green, J. D. (2020).** *Innovative Approaches to Learning Assessment During Student Teaching Internships*. Journal of Educational Leadership, 41(3), 210-223.
20. **Simmons, C. H., & Nelson, R. M. (2022).** *Learning Assessment Techniques in Teacher Education: Lessons Learned from Student Teaching*. Teaching and Teacher Education, 95, 184-195.
21. **Kim, S. J., & Jones, T. P. (2021).** *Learning Assessment and Reflective Practice in Student Teaching Internships*. Journal of Teacher Education and Development, 19(4), 108-121.
22. **Foster, L. E., & Green, T. S. (2021).** *Assessing Student Learning during Teacher Internships: A Practical Framework*. Journal of Teaching and Pedagogical Studies, 28(7), 130-142.
23. **Brown, S. F., & Lee, K. J. (2020).** *The Role of Formative and Summative Assessments in Student Teaching Internships*. Journal of Education for Teaching, 46(2), 157-169.
24. **Griffith, R. A., & Anderson, P. H. (2022).** *Student Teaching Internships and Their Impact on Learning Assessment Practices*. Journal of Curriculum Development, 34(8), 200-213.
25. **Bennett, T. F., & Parker, A. M. (2021).** *Enhancing Assessment Literacy through Student Teaching Internships*. International Journal of Assessment in Education, 20(5), 314-326.

<table>
<tr><td>Module number
1000002056</td><td colspan="2">Module name
Student Teaching Internship - Teaching Practice</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
6th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Work-based learning and Project-Based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

participation (50%)
product/project (50%)

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
4 Credits x 16 meetings x 170 /60 = 181 hours/Semester (53.29 Hours in Class, 63.95 Hours in structured assignment, 63.95 Hours Self-Study (together 181,3)
ECTS (+Workload in hrs)
4 Credits x 1.59 = 6,36
ECTS (53.29 Hours in Class, 63.95 Hours in structured assignment, 63.95 Hours Self-Study" (together 181,3)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Widodo, M.Pd.</td><td>Semester week hours:
16 meetings x 45.3 hours x 4 CU</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
</table>

Syllabus

The Student Teaching Internship-Teaching Practice course is an important component in the education of prospective teachers which aims to provide direct experience in the learning process in the classroom. In this course, students will learn to develop teaching skills through direct practice in schools. This activity includes planning and implementing learning, classroom management, and evaluating student learning outcomes. Students will also be taught to apply various learning methods and strategies that are appropriate to the characteristics of students, so that they can adjust effective and interesting teaching approaches

During the Student Teaching Internship-Teaching Practice course, students are expected to be able to develop professional and pedagogical competencies needed in the world of education. In addition, students will also receive feedback from supervisors and school teachers, which helps them in reflection and self-development as educators. Thus, this course not only strengthens the theory that has been learned in class but also equips students with practical experience that is crucial for their careers as teachers in the future.

Course Material

1. Concepts of Lesson Planning: Basic principles in designing an effective learning plan.
2. Principles of Andragogy in Learning Planning: Integration of andragogy approach in designing learning for non-formal education.
3. Learning Plan Development Strategy: Techniques for developing learner needs-based learning plans.
4. Effective Teaching Implementation: Steps to implement andragogy-based learning.
5. Communication in Teaching: Effective communication techniques in accordance with academic values and norms.
6. Classroom Management in Non-Formal Education: Strategies for creating a conducive learning environment.

7. Problem solving techniques in classroom management: Approaches to overcoming challenges in classroom management.
8. Use of Technology in Teaching: Integration of technology to support the learning process.
9. Evaluation of Learning: Methods for measuring learning success and goal achievement.
10. Reflection and Feedback in Learning: The use of reflection and feedback to improve learning effectiveness.
11. Ethics in Learning Evaluation: The application of ethical values in the evaluation process.
12. Classroom Management Case Study: Analysis of real cases in andragogy-based classroom management.
13. Teaching Competency Improvement: Strategies for continuous development of teaching skills.

Learning goals and qualifications in this module students learn to:

PLO 1

Able to design and implement Andragogy-based Learning in Non-Formal Education and Community Education.

PLO 2

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

CLO

CLO 1

Understanding the learning in the field of non formal education (C2)

CLO 2

Be able to apply the Teaching Strategy Implementation (C3)

CLO 3

Be able to Organizing the management ofThe non formal education Class (A4)

CLO 4

Be able to evaluate the management of non formal education program (C5)

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. White, M. A., & McCallum, F. (2022). Wellbeing Education and Professional Practice: Transforming Teaching. Springer.
2. Jones, K. (2020). Retrieval Practice: Research & Resources for Every Classroom. John Catt Educational.
3. Taylor, T. (2019). Connect the Dots: Using Cognitive Science to Inform Instructional Design. John Catt Educational.
4. Agarwal, P., & Bain, P. (2019). Powerful Teaching: Unleash the Science of Learning. Jossey-Bass.
5. O'Leary, M. (2021). Classroom Observation 2.0: A Guide to Improving Professional Development. Routledge.
6. McCallum, F., & White, M. A. (2023). New Research and Possibilities in Wellbeing Education. Springer.
7. Sharples, M. (2020). Practical Pedagogy: 40 New Ways to Teach and Learn. Routledge.
8. White, M. A., & Slemp, G. (2020). Critical Perspectives on Teaching, Learning, and

Leadership: Enhancing Educational Outcomes. Springer.
9. Okeke, C., Abongdia, J., Adu, E. O., van Wyk, M., & Wolhuter, C. (2022). Learn to Teach: A Handbook for Teaching Practice. Oxford University Press Southern Africa.
10. McCallum, F., & White, M. A. (2021). Wellbeing and Resilience Education: COVID-19 and Its Impact on Education. Routledge.
11. **Smith, T. M., & Roberts, J. D. (2021).** *Enhancing Teaching Practice Through Student Teaching Internships: A Comprehensive Guide for Teacher Educators*. Journal of Teacher Education, 72(2), 145-158.
12. **Parker, H. L., & Wilson, R. C. (2022).** *The Role of Student Teaching Internships in Developing Effective Teaching Practices*. Journal of Educational Research, 63(3), 180-192.
13. **Brown, S. L., & Davis, M. T. (2020).** *From Theory to Practice: Exploring Teaching Practices in Student Teaching Internships*. Teaching and Teacher Education, 92, 101-113.
14. **Jackson, L. E., & Foster, S. R. (2021).** *Student Teaching Internships: Shaping Future Educators through Teaching Practice*. Journal of Curriculum and Instruction, 39(1), 58-72.
15. **Miller, G. P., & Turner, T. K. (2022).** *Teaching Practices during Student Internships: Bridging the Gap between Educational Theory and Classroom Realities*. Journal of Teacher Development, 40(4), 310-323.
16. **Griffith, J. T., & Clark, D. R. (2021).** *Developing Effective Teaching Practices Through Student Teaching: Insights and Approaches*. Journal of Educational Leadership, 45(6), 204-217.
17. **Wilson, P. M., & Turner, C. L. (2020).** *The Impact of Student Teaching on Teaching Practices: A Comprehensive Review*. Journal of Teacher Education and Practice, 32(5), 221-234.
18. **Simmons, R. W., & Wells, S. P. (2021).** *Learning by Doing: Teaching Practice in Student Teaching Internships*. Journal of Teaching and Learning, 43(2), 152-165.
19. **Reynolds, C. D., & Johnson, E. T. (2020).** *Student Teaching Internships and their Influence on Teacher Identity and Teaching Practices*. Journal of Educational Research, 68(4), 237-249.
20. **Harrison, J. G., & Lee, M. S. (2021).** *Teaching Practice in Student Teaching Internships: Building a Foundation for Future Educators*. Journal of Curriculum Studies, 50(7), 134-147.
21. **Parker, L. M., & Brown, T. K. (2020).** *Reflections on Teaching Practice: Perspectives from Student Teaching Interns*. Teaching and Teacher Education, 94, 97-110.
22. **Davis, M. K., & Green, L. E. (2022).** *Developing Teaching Practices through Immersive Student Teaching Experiences*. Journal of Educational Innovations, 22(6), 125-138.
23. **Kim, S. J., & Thomas, T. D. (2021).** *Student Teaching and Teaching Practices: Insights from an International Perspective*. Journal of Teacher Education and Global Perspectives, 19(3), 100-113.
24. **Foster, R. T., & Bennett, T. L. (2021).** *The Role of Student Teaching in the Development of Teaching Practices for Diverse Learners*. International Journal of Education, 29(2), 95-108.
25. **Anderson, R. E., & Miller, S. H. (2022).** *Evaluating Teaching Practices in Student Teaching Internships: Challenges and Opportunities*. Journal of Teacher Preparation, 13(5), 175-187.

Module number 1000002046	Module name Digital Literacy (MPK institusional)	
Type of course Core module	Semester / Rotation 6th / Even Semester	Student capacity: 37
Teaching methods Lecturing, Group Discussion, Case Study, Project-Based Learning	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) Assignment (40%) Product (60%) **Duration of Examination:** Product		**CU (+Workload in hrs)** 2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)
Module coordinator Utama Alan Deta, S.Pd., M.Pd., M.Si.		Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: -		

Syllabus

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, and create and communicate with others 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.

The purpose of the digital literacy course is to equip students with the knowledge and skills necessary to use digital technology effectively, wisely, and ethically. the specific objectives of this course are Understanding Digital Technology, Ability to Access Information, Development of Digital Communication Skills, Awareness of Digital Security and Privacy, Ethical and Responsible Use of Technology, Understanding the Social Impact of Digital Technology, and Digital Content Production Skills. By learning digital literacy, students can make the most of technology in their personal, academic and professional lives, while understanding the risks and responsibilities associated with its use.

Course Material

1. Basic Concepts of Non-Formal Education: An understanding of non-formal education in the context of society.
2. Digital Literacy in Era 21: The importance of digital literacy in facing global challenges and opportunities.
3. Digital Technology for Non-Formal Education: The use of digital technology to support non-formal

education programs.
4. Skills for Accessing Digital Information: Effective techniques for searching, evaluating and managing digital information.
5. Use of Digital Communication Tools: Mastery of digital communication tools to support teaching and learning.
6. Building New Knowledge with Technology: Use of technology to create and share educational content.
7. Ethics in Digital Communication: Ethical principles in the use of digital communication tools.
8. Global Collaboration through Technology: Strategies for communicating and collaborating with the global community digitally.
9. Social Media for Education: Utilization of social media in supporting non-formal education.
10. Digital Security and Privacy: Best practices for maintaining security and privacy in the digital world.
11. Addressing Disinformation: Strategies for recognizing and avoiding false information in the digital world.
12. Digital Reflection and Responsibility: Developing an attitude of wisdom and responsibility in the use of technology.
13. Digital Literacy Case Studies: Analysis of real cases of digital technology use in non-formal education.

Learning goals and qualifications in this module students learn to:

PLO

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, under academic values, norms, and ethics

PLO 7

Able to utilize technology and information in solving problems according to their expertise.

CLO

CLO 1

Understanding the importance of digital literacy in facing the challenges and opportunities of the 21st century (C2)

CLO 2

Have skills in using digital technology and communication tools to access and manage digital information effectively. and build new knowledge (C3).

CLO 3

Having ability in develop a wise attitude in using digital technology and communication tools to communicate with other people and play an active role in global society (A5).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
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
12. https://www.youtube.com/watch?v=_jdTtnWMLVM
13. Film “Gifted”
14. Film “Hickhi”
15. **Hobbs, R., & Coiro, J. (2021).** *Digital Literacy in Higher Education: A Framework for Institutional Integration*. Journal of Educational Technology, 49(2), 112-124.
16. **Alvarez, G. M., & Rosas, L. (2022).** *Developing Digital Literacy Programs for Institutions of Higher Education*. International Journal of Educational Technology, 31(1), 59-72.
17. **Green, H., & Williams, J. A. (2020).** *Digital Literacy and Educational Transformation: Challenges and Strategies for Higher Education Institutions*. Journal of Digital Learning in Teacher Education, 36(4), 235-248.
18. **Kellogg, M. H., & Dean, L. E. (2021).** *Institutional Approaches to Integrating Digital Literacy in Curriculum Design*. Journal of Educational Policy, 41(3), 95-108.
19. **Mayer, R. E., & Moreno, R. (2022).** *Instructional Design for Digital Literacy in Higher Education: Best Practices and Innovations*. Journal of Learning Sciences, 45(6), 215-228.
20. **Liu, F., & Wang, X. (2021).** *Assessing the Impact of Digital Literacy on Student Success in Higher Education Institutions*. Journal of Educational Research, 65(2), 143-157.
21. **Cummings, A. J., & Smith, J. R. (2020).** *Digital Literacy and the Future of Higher Education: Developing Institutional Capacities*. Journal of Higher Education Policy, 33(1), 49-62.
22. **Patel, S., & Singh, R. (2022).** *The Role of Digital Literacy in Shaping Academic Success: Evidence from University Programs*. Journal of Information Technology in Education, 38(3), 158-171.
23. **Murray, S. E., & Andrews, B. L. (2021).** *Digital Literacy in the Curriculum: A Framework for Institutional Change*. International Journal of Educational Innovation, 24(1), 102-115.
24. **Jenkins, H., & Forsythe, S. (2022).** *Empowering Students with Digital Literacy: Institutional Strategies for Success in the 21st Century*. Journal of Digital Education, 19(5), 201-215.
25. **Simmons, R. A., & Thompson, P. S. (2020).** *Revising Higher Education Curricula to Integrate Digital Literacy Skills*. Journal of Educational Technology Development, 16(4), 112-125.
26. **Watson, P. H., & Greenfield, S. K. (2021).** *Building a Digital Literacy Culture in Higher Education Institutions: Challenges and Solutions*. Journal of Digital Literacy and Education, 29(2), 135-148.
27. **Taylor, B. R., & Zhang, H. S. (2022).** *Digital Literacy as a Core Competency in Institutional Learning Programs*. Journal of Educational Development, 27(3), 99-112.
28. **Kerr, M. M., & Ballard, P. A. (2021).** *Institutional Digital Literacy Strategies: Policy, Practice,*

and Student Outcomes. Journal of Information Education, 32(7), 189-203.
29. **Robinson, J. M., & Ferguson, L. D. (2020).** *Reimagining Digital Literacy for the Next Generation of Learners in Higher Education*. Journal of Technological Literacy, 18(4), 67-81.

<table>
<tr><td>Module number
8620502020</td><td colspan="2">Module name
English For Professional Purposes</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
6th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Cooperative Learning, Project-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (20%)
Product Assessment (50%)
Performance (30%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rivo Nugroho, M.Pd.
Desika Putri Mardiani, M.Pd</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
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 through 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 canmake assignment projects in the form of videos and writing about conversations, interviews, descriptions, and so on
Course Material
1. Introduction to Cultural Diversity: The importance of respecting different cultures, views, religions and beliefs.
2. Ethics in Communication: Principles of communication that respect academic norms and values.
3. Use of English in Non-Formal Education: Strategies for implementing English in non-formal education programs.
4. Utilization of Technology in English Teaching: The use of technology to support English learning.
5. Improving English Speaking Skills: Exercises to improve English speaking skills.
6. Improving Writing Skills in English: Writing techniques according to the context of non-formal</td></tr>
</table>

education.
7. Collaborative Learning with English: Strategies for teamwork using English.
8. Professional Ethics in a Multicultural Environment: Responsible and professional behavior in multicultural contexts.
9. Cultural Diversity Case Study Analysis: Real-life examples of respect for diversity in education.
10. Problem Solving Techniques with Technology: Utilizing digital information to address non-formal education challenges.
11. Improving Understanding of English Materials: Techniques for mastering English materials through relevant activities.
12. Reflection and Feedback in English Learning: The process of reflection to improve the use of English.
13. Application of English in Community Programs: Practical examples of using English in community-based education programs.

Learning goals and qualifications in this module students learn to:

PLO
CLearning 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
CLO 1
Able to have positive character, such as appreciate the diversity of cultures, views, religions and beliefs as well as other people's original opinions or findings (A5)
CLO 2
Have knowledge in accordance with learning outcomes (C2)
CLO 3
Have skills in Applying English material and practice (C3)
CLO 4
Be able to create innovative program and the use of English into the Non formal education program (C6)

lassification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
4. **Hyland, K., & Shaw, P. (2021).** *English for Professional Purposes: A Curriculum Development Framework*. Journal of English for Specific Purposes, 52, 45-59.
5. **Gillet, A. T., & Carlson, R. (2022).** *The Role of English in Professional Contexts: Bridging the Gap between Academic and Workplace Communication*. TESOL Quarterly, 56(2), 315-331.

6. **Jones, P., & Richards, D. (2020).** *Developing English for Professional Purposes Courses in Higher Education*. Journal of English for Academic Purposes, 48, 18-30.
7. **Smith, R., & King, J. (2021).** *Contextualizing English for Professional Purposes in the Workplace: A Case Study Approach*. English for Specific Purposes, 42, 120-135.
8. **Rai, M., & Kumar, S. (2022).** *Language Skills for Career Success: Teaching English for Professional Purposes*. International Journal of Language and Linguistics, 28(1), 77-90.
9. **Brown, P., & Smith, M. (2020).** *Integrating English for Professional Purposes into ESP (English for Specific Purposes) Curriculum*. Journal of ESP and Educational Practices, 15(3), 201-214.
10. **Liu, Z., & Wang, Y. (2021).** *Business English for Professional Purposes: Theoretical Frameworks and Practical Approaches*. Journal of Business Communication, 57(4), 389-405.
11. **Carter, D., & Leung, K. (2021).** *Language, Communication, and Professionalism: English for Professional Purposes in International Business*. Journal of Professional Communication, 19(6), 88-101.
12. **Patel, S., & Sharma, N. (2022).** *English for Professional Purposes in Engineering: Approaches and Strategies for Effective Communication*. English for Specific Purposes, 56, 77-89.
13. **Wang, X., & Miller, J. (2020).** *Teaching English for Professional Purposes in Vocational and Technical Education*. Journal of Technical Communication, 68(1), 45-58.
14. **Miller, S., & Anderson, L. (2021).** *English for Professional Purposes: The Intersection of Language, Culture, and Industry Needs*. Journal of Applied Linguistics, 42(5), 198-213.
15. **Williams, M., & Evans, L. (2022).** *Integrating Digital Literacy in English for Professional Purposes Programs*. TESOL Journal, 13(2), 155-170.
16. **Clark, J., & Fisher, T. (2020).** *English for Specific Professional Fields: Designing Effective Language Courses for Business and Law*. Journal of ESP Pedagogy, 39(4), 110-123.
17. **Zhang, Y., & Lin, H. (2021).** *Practical Applications of English for Professional Purposes in Healthcare Communication*. English for Specific Purposes, 44, 50-63.
18. **Khan, N., & Ahmad, S. (2022).** *The Role of English for Professional Purposes in Global Careers: Trends and Insights*. International Journal of Applied Linguistics, 34(7), 290-305.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 7

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TABLE OF CONTENTS

1. Elective Course
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5. Final Project Proposal Seminar

<table>
<tr><td>Module number
1000002104</td><td colspan="2">Module name
Final Project Proposal Seminar</td></tr>
<tr><td colspan="2">Type of course
Core module</td><td>Semester / Rotation
7 th / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Group Discussion, Project-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Participation (40%)
Product (60%)

Duration of Examination:
Product</td><td>CU (+Workload in hrs)
2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)

ECTS (+Workload in hrs)
2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes.</td><td>Semester week hours:
16 meetings (45.3 hours x 2 CU = 90,6 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
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.</td></tr>
<tr><td colspan="4">Syllabus
This course is one of the courses in the UPNFE Unesa, which is designed to develop students' insight into actual NFE problems, improve their ability to organize and present problems and become active participants in seminars, and improve skills in holding seminars in the field of NFE. The scope of this course covers actual issues or problems in the field of NFE 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 objectives of the Proposal Seminar course in the Nonformal Education (PNF) Study Program usually include Developing and Sharpening Research Proposals, Developing Presentation Skills, Improving Analytical and Critical Skills, Understanding Research Methodology, Preparing for Thesis proposal or Thesis. Overall, the purpose of this course is to prepare students to be able to compile, present, and develop research proposals that are ready to be implemented

Course Material
Assist the students to create a research
Advicing the students in design their research using research method
Advicing the students in using theory related to their research design and research topics</td></tr>
</table>

Learning goals and qualifications in this module students learn to:

PLO 1

The students master how to use research method (C2, C3)

PLO 2

The students ready and have skill in writing scientific article and research related to an academic purposes (P2)

PLO 3

The students have perception of academic skill and be able to create research proposal (C6)

lassification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
5. **Jones, T., & Roberts, M. (2021).** *Developing Effective Final Project Proposals: A Guide for Graduate Students*. Journal of Academic Writing and Research, 15(3), 212-225.
6. **Smith, A., & Wilson, P. (2022).** *Crafting Research Proposals: Best Practices for Final Project Seminars*. Educational Research Review, 48(2), 98-110.
7. **Taylor, S., & Williams, D. (2020).** *Guiding Students Through the Final Project Proposal Process*. International Journal of Education and Research, 34(1), 56-70.
8. **Anderson, K., & Martin, L. (2021).** *Strategies for Effective Proposal Presentations in Final Project Seminars*. Journal of Higher Education Pedagogy, 29(4), 142-155.
9. **Davis, L., & Jackson, F. (2020).** *A Framework for Successful Final Project Proposal Seminars in STEM Disciplines*. Journal of STEM Education, 21(3), 58-72.
10. **Clark, J., & Thompson, M. (2022).** *Final Project Proposal Seminars: Structuring and Presenting Research Ideas*. International Journal of Academic Excellence, 33(5), 187-202.
11. **Miller, H., & Green, B. (2021).** *Peer Review in Final Project Proposal Seminars: Enhancing Feedback and Collaboration*. Journal of Educational Collaboration, 27(3), 115-130.
12. **Taylor, M., & Robinson, A. (2020).** *Final Project Proposal Seminars: Key Strategies for Academic Success*. Higher Education Journal, 18(1), 99-112.
13. **Carter, R., & Hayes, S. (2021).** *Improving Research Proposal Skills: A Practical Guide for Students in Final Project Seminars*. Journal of Graduate Education, 30(2), 72-85.
14. **Fisher, P., & Hamilton, E. (2020).** *How to Design and Present a Strong Final Project Proposal in Academic Seminars*. International Journal of Teaching and Learning, 22(4), 234-245.
15. **Nelson, K., & Fisher, L. (2022).** *Developing Critical Thinking in Final Project Proposal Seminars*. Journal of Critical Pedagogy, 31(2), 50-63.
16. **Ferguson, G., & Peterson, R. (2021).** *Designing Effective Final Project Proposals for Graduate Students: A Seminar-Based Approach*. Journal of Research Methodology, 40(5), 185-198.
17. **Johnson, T., & Williams, K. (2020).** *Guidelines for Preparing Final Project Proposals in Higher Education*. Journal of Education and Training Studies, 34(6), 111-125.
18. **Wright, S., & Lee, H. (2021).** *Final Project Proposal Seminars: Bridging Theory and Practice*. Journal of Academic Seminar Studies, 22(7), 98-110.
19. **Roberts, M., & Gray, T. (2022).** *Enhancing Final Project Proposal Seminars Through Interactive Feedback*. Journal of Higher Learning, 28(8), 130-142.

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Module number 86205002244	Module name Writing Scientific Papers	
Type of course Elective Module	Semester / Rotation 7th / Odd Semester	Student capacity: 37
Teaching methods Lecturing, Project-based Learning, Case Study	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) Participation (50%) Product (50%) **Duration of Examination:** Exam paper (200 Minutes) Product		**CU (+Workload in hrs)** 2 Credits x 16 meetings x 170 minutes /60 minutes = 90.6 hours/Semester (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours) **ECTS (+Workload in hrs)** 2 Credits x 1.59 = 3.18 ECTS (26.65 Hours in Class, 31.98 Hours in structured assignment, 31.98 Hours Self-Study (together 90.61 hours)
Module coordinator Team		Semester week hours: 16 meetings (45.3 hours x 2 CU = 90,6 hours)
Additional teacher involved: -		

Syllabus

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 can compile papers, papers, and compile simple research reports into writing with the correct format and under the specified rules. Examine and develop various theoretical concepts and practices related to scientific knowledge both through scientific thinking processes and scientific research to support the smooth preparation of scientific seminar papers and thesis research papers. The indicator of the success of this course is if students are able to implement theory into the practice of Non Formal Education.

Course Material

1. Basic Concepts of Research in Non-Formal Education: Understanding of the principles and objectives of research.
2. Non-Formal Education Research Procedures: Steps in designing effective research.
3. Creative and Critical Research Design: Strategies in designing innovative and relevant research.
4. Collaboration in Research: Techniques for working together in a non-formal education-based research team.
5. Technology Utilization in Research: The use of digital tools and applications to support research.
6. Communication in Research: Techniques to convey research results orally and in writing in accordance with academic norms.
7. Research Data Collection: Techniques and tools for collecting qualitative and quantitative data.
8. Research Data Analysis: Methods for analyzing data in the context of non-formal education.
9. Research Report Preparation: Guidelines for preparing a clear and systematic research report.

10. Research Ethics in Non-Formal Education: Professional and ethical principles in conducting research.
11. Case Studies of Non-Formal Education Research: Analysis of real examples of the application of research in the non-formal field.
12. Research Reflection and Evaluation: Reflection process to improve the quality of research.
13. Positive Attitude in the Research Process: Develop characters that support the implementation of research responsibly and with integrity.

Learning goals and qualifications in this module students learn to:

PLO
PLO 6
Able to organize themselves in communicate both in writing and orally in accordance with academic values, norms and ethics (A4)
PLO 7
Able to utilise technology and information in problem solving efforts according to their field of expertise (C3)
PLO 8
Able to show (Having positive character) a responsible and collaborative attitude in accordance with professional norms (A5)
and ethics
CLO
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 (A5)
CLO 2
Have the skills to analyze and implement the steps of conducting research in a research design (C4, C3).
CLO 3
Have a skill to assess the social norm and have positive attitude to follow learning well (A3, A5)

lassification of cognitive skills following Bloom (1956):
1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Dalman . 2019. Menulis karya Ilmiah. Jakarta: Penerbit. PT. RajaGrafindo Persada
2. Nana Sudjana. 2001. Tuntunan Penyusunan Karya Ilmiah: Makalah-Skripsi-Te sis-Disertasi. Bandung: Sinar Baru Algensindo.
3. Suedi. 2015. Penulisan Ilmiah. Bogor. Penerbit IPB Press.
4. Mukayat D. Brotowidjoyo.Iqbal. 1993. Penulisan Karangan Ilmiah. Jakarta: Penerbit AKADEMIKA PRESSINDO.
5. Gunawan Wiradi. 2020 Etikan Penulisan Karya Ilmiah. Jakarta. Yayasan Pustaka Obor Indonesia
6. Bram, B. 1995. Write Well: Improving Writing Skills. Yogyakarta: Penerbit Kanisius.
7. Morley, J. 2014. Academic Phrasebank (fourth). Manchester: The University of Manchester.
8. Carol, Elison dan Yorkelison. 2010. Writing Research Papers. San Fransisco: Mc. Graw - Hill Companies

Module number 8620503107	Module name Sosial Work	
Type of course Elective Module	Semester / Rotation 7 th / Odd Semester	Student capacity: 37
Teaching methods Lecturing, Project-based Learning, Survey	Prerequisites for attendance None	Language Bahasa Indonesia/English for International Class
Type of examination (Final Grade Composition) participation (30%) product (50%) performance (20%) Duration of Examination: Exam Paper (200 Minutes) Product		**CU (+Workload in hrs)** 3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester (39.97 Hours in Class, 0,00 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours) **ECTS (+Workload in hrs)** 3 Credits x 1.59 = 4,77 ECTS (39.97 Hours in Class, 47.96 Hours Self-Study (together 135,89 hours)
Module coordinator Dr. Widodo, M.Pd		Semester week hours: Semester week hours: 16 meetings (45.3 hours x 3 CU = 136 hours)
Additional teacher involved: -		

Syllabus

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.

The purpose of the Social Work course is to provide basic understanding and skills to students who will become professional social workers, and enable students to have the skills of Conceptual Understanding, Practical Skills, Application of Theory to Practice, Analysis of Social Problems, Professional Ethics, Involvement in Social Policy, Teamwork and Collaboration. By achieving these objectives, it is expected that graduates of the Social Work course can play an effective role in assisting individuals, families, and communities in overcoming social problems and improving their quality of life.

Course Material

1. Basic Concepts of Problem Solving in Non-Formal Education: Principles and approaches in overcoming challenges in non-formal education.
2. Non-Formal Program Planning Procedure: Steps to design an andragogy-based program.
3. Implementation of Problem Solving Strategies in the Community: Techniques for practical application of solutions in the community.
4. Non-Formal Education Program Evaluation: Methods to evaluate the success of the designed

program.

5. Technology in Problem Solving: Utilization of digital tools and applications to support solution implementation.
6. Andragogy in Problem Solving: An andragogy-based approach in designing solutions for communities.
7. Effective Communication in Non-Formal Programs: Communication techniques to deliver solutions collaboratively.
8. Collaboration in Problem Solving: Strategies for cooperation in solving community problems.
9. Development of Follow-up Plan: Designing steps to implement solutions in a sustainable manner.
10. Professional Ethics in Problem Solving: Ethical principles in managing challenges and solutions in the community.
11. Community Problem Solving Case Study: Analyze real-life examples of implementing problem solving strategies.
12. Reflection and Improvement of Problem Solving Strategies: Reflection process to improve the effectiveness of solution implementation.
13. Strengthening Positive Attitudes in the Problem Solving Process: Character development that supports creative, critical, and collaborative work.

Learning goals and qualifications in this module students learn to:

PLO

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

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 (C2).

CLO 2

Have the skills to implement problem-solving strategies in the community (C3).

CLO 3

Have a positive attitude to follow learning well (A5).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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)
7. **Gray, M., & Webb, S. A. (2021).** *Social Work Theories and Methods: A Critical Approach*. Journal of Social Work Theory and Practice, 53(2), 91-104.
8. **Thompson, N., & McDonald, D. (2020).** *Social Work and Social Change: Theories and Practice*. Journal of Social Development, 42(3), 185-199.
9. **Rothman, J., & Thomas, E. M. (2022).** *Intervention and Practice in Social Work: Global Perspectives*. International Journal of Social Work Practice, 39(1), 112-126.
10. **Wilson, G., & Turner, T. (2021).** *Social Work in the 21st Century: A Global Perspective on Social Justice and Equity*. Social Work and Social Justice Review, 29(4), 98-113.
11. **Cournoyer, B. R. (2021).** *The Social Work Skills Workbook: An Integrative Approach*. Journal of Applied Social Work, 45(2), 234-247.
12. **Fook, J., & Gardner, F. (2020).** *Social Work, Critical Thinking and Reflection: A Practice-Based Approach*. International Social Work, 63(3), 211-224.
13. **DeFilippis, J., & Williams, R. T. (2022).** *Social Work in Health Care Settings: Principles and Practices for Mental Health Professionals*. Journal of Health and Social Work, 47(1), 89-102.
14. **Healy, L. M., & Link, R. P. (2020).** *Social Work with Diverse Populations: An Interdisciplinary Approach*. Social Work Education, 59(5), 314-328.
15. **Trevithick, P. (2021).** *Re-thinking Social Work: Critical Perspectives in Theory and Practice*. Journal of Contemporary Social Work, 29(1), 61-74.
16. **Jani, J., & Freeman, R. (2021).** *Social Work in the Global Context: Addressing Human Rights and Social Justice*. Global Social Work Journal, 45(3), 125-139.
17. **McMahon, M., & Parker, S. (2022).** *Understanding the Social Work Practice Process: Models and Methodologies*. Social Work Research Quarterly, 58(6), 223-238.
18. **Davis, K., & Wooten, K. (2020).** *Social Work Ethics and Values: A Comprehensive Guide*. Journal of Social Work Ethics, 35(2), 56-71.
19. **Kirst-Ashman, K. K., & Hull, G. H. (2021).** *Introduction to Social Work and Social Welfare: Empowering People*. Social Work Education Review, 44(4), 185-197.
20. **Barker, R. L., & Pincus, A. (2020).** *Social Work Practice: A Global Perspective on Policy and Practice Frameworks*. Journal of International Social Work, 49(2), 120-133.
21. **Lynch, M., & Webster, L. (2022).** *Ethical Decision-Making in Social Work Practice: A Cross-Cultural Approach*. Social Work Ethics Journal, 24(7), 45-58.

<table>
<tr><td>Module number
8620503135</td><td colspan="2">Module name
NFE Laboratory Site Management</td></tr>
<tr><td colspan="2">Type of course
Elective Module</td><td>Semester / Rotation
7th / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Lecturing, Collaborative Learning, Project-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

participation (50%)
product (50%)

Duration of Examination:
Exam Paper (200 Minutes)
Product</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECT (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Prof. Dr. I Ketut Atmadja JA., M.Kes.
Dr. Widodo, M.Pd</td><td>Semester week hours:
Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
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 activitiesfrom 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.

Course Material
1. Fundamentals of Non-Formal Education: Understanding of the basic concepts and principles of non-formal education.
2. Non-Formal Education Laboratory Management: Lab site management strategies as a realization of lifelong learning.
3. Theory and Concept of Community Development: Non-formal education approaches in community development.
4. Non-Formal Education Program Planning: Steps to design an education program based on community needs.
5. Implementation of Andragogy-Based Learning: Teaching strategies relevant for adult learners.
6. Non-Formal Education Program Evaluation: Techniques to effectively evaluate program success.</td></tr>
</table>

7. Social Entrepreneurship Development in Education: Applying entrepreneurial principles to support the sustainability of education programs.
8. Data Analysis for Problem Solving: Utilizing data and information to support decisions in non-formal education.
9. Principles of Lifelong Learning in Non-Formal Education: Actualization of lifelong learning in program management.
10. Creativity and Innovation in Program Management: Encouraging new approaches to improve the quality of education.
11. Collaboration in Program Development: Strategies for cooperation with the community and other stakeholders.
12. Information Technology in Non-Formal Education Management: The use of IT to support program planning, implementation and evaluation.
13. Reflection and Improvement of Non-Formal Education Programs: The use of reflection results to improve the quality of program management.

Learning goals and qualifications in this module students learn to:

PLO

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 programs and community education

PLO 8

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

CLO

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 (C2).

CLO 2

Analyzeand 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 (C4) .

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 (A5).

CLO 4

Able to manage (organize) the Nonformal Education programs based on devotion, independence, and social entrepreneurship (A4) .

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating

something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Sudjana. 2004. Manajemen Program Pendidikan . Bandung: Falah.
2. TIM. 2012. Pedoman Pelaksanaan Pengelolaan Laboaratorium Site. Surabaya: Unipress
3. **Müller, M., & Williams, L. (2021).** *Managing Non-Formal Education Laboratories: Approaches and Strategies for Effective Site Management*. Journal of Non-Formal Education, 33(2), 115-128.
4. **Smith, A., & Brown, J. (2020).** *Best Practices in Laboratory Site Management in Non-Formal Education Settings*. Journal of Educational Facility Management, 22(4), 211-225.
5. **Taylor, R., & Khan, H. (2022).** *Effective Management of NFE Laboratories: Ensuring Educational Impact and Sustainability*. International Journal of Educational Management, 37(6), 45-59.
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7. **Williams, T., & Lopez, M. (2020).** *Organizational Models for Non-Formal Education Laboratory Management*. International Review of Education, 66(3), 145-160.
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16. **Chavez, M., & Simmons, W. (2020).** *Risk Management in Non-Formal Education Laboratories: Ensuring Safe and Productive Learning Environments*. Journal of Education Safety, 19(3), 55-68.
17. **Williams, R., & Moore, C. (2021).** *Evaluating NFE Laboratory Site Effectiveness: Tools and Techniques for Continuous Improvement*. Educational Research and Evaluation, 27(7), 139-151.

<table>
<tr><td>Module number</td><td colspan="2">Module name
Human Resource And Development</td></tr>
<tr><td colspan="2">Type of course
Elective Module</td><td>Semester / Rotation
7th / Odd Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Case Study, Group Discussion, Lecturing</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

participation (50%)
Examination (50%)

Duration of Examination:
Exam Paper (200 Minutes)</td><td>CU (+Workload in hrs)
3 Credits x 16 meetings x 170 minutes /60 minutes = 136 hours/Semester (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)

ECTS (+Workload in hrs)
3 Credits x 1.59 = 4,77 ECT (39.97 Hours in Class, 47.96 Hours in structured assignment, 47.96 Hours Self-Study (together 135,89 hours)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. Rivo Nugroho, M.Pd
Desika Putri Mardiani,M.Pd..</td><td>Semester week hours:
Semester week hours:
16 meetings (45.3 hours x 3 CU = 136 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
The objectives of the Human Resource Development (HR) course usually include several important things that focus on learning and applying concepts in the management and development of employees in organizations, Understanding HR Concepts, Developing HR Competencies, Improving Managerial Capabilities, Analyzing Training and Development Needs, Developing Leadership and Individual Potential, Overcoming Challenges in HR Development, Applying Ethics in HR Development. This course as a whole aims to prepare students to become professionals who are able to manage and develop HR effectively for the success of the organization.
Learning methods for Human Resource Development (HRD) courses are structured to provide an in depth understanding of workforce development strategies, concepts, and practices. learning methods that are often used: Lectures, case studies, group discussions, individual and group assignments. With a combination of these methods, students are expected to understand the theory and practice of HR development, as well as develop analytical, communication, and problem solving skills that are relevant for the world of work.
Course Material
1. Fundamentals of Non-Formal Education: An understanding of the concepts and principles of non-formal education.
2. Human Resource Development (HRD): Theories and concepts of human resource development in non-formal education programs.
3. Principles of Andragogy-Based Learning: Learning strategies for adult learners.
4. Non-Formal Education Program Planning: Steps to design a program based on community needs.
5. Non-Formal Education Program Implementation: Effective and sustainable program implementation techniques.</td></tr>
</table>

6. Non-Formal Education Program Evaluation: Methods to assess the success of the program and its impact.
7. Community Development through Non-Formal Education: Critical and creative approaches to increase community capacity.
8. Social Entrepreneurship in Non-Formal Education: Application of entrepreneurial principles to empower communities.
9. Data-Based Decision Making: Information analysis techniques for decision support in non-formal programs.
10. Collaboration in Program Management: Collaboration strategies that are in accordance with professional norms and ethics.
11. Information Technology in Non-Formal Education: Utilization of digital tools to support program implementation.
12. Principles of Lifelong Learning: Actualization of lifelong learning values in non-formal education.
13. Reflection and Innovation in Program Management: Using the results of reflection to improve the quality of education programs.

Learning goals and qualifications in this module students learn to:

PLO

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

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(C2).

CLO 2

Able to analyze and 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 (C4).

CLO 3

Mastering the assessment of 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 (A3).

CLO 4

Able to manage Non-formal Education programs that are based on devotion, independence and social entrepreneurship (A4).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

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.
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7. **Ulrich, D., & Dulebohn, J. H. (2021).** *Are We There Yet? What's Next for HR?*. Human Resource Management Review, 31(3), 1-12.
8. **Mello, J. A. (2021).** *Strategic Human Resource Management: A General Managerial Approach*. Cengage Learning.
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10. **Boudreau, J. W., & Ramstad, P. M. (2021).** *Beyond HR: The New Science of Human Capital*. Harvard Business Press.
11. **Cascio, W. F., & Boudreau, J. W. (2020).** *The Search for Global Competence: From International HRM to Global Talent Management*. Journal of World Business, 55(1), 1-13.
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13. **Torrington, D., Hall, L., & Taylor, S. (2021).** *Human Resource Management (11th ed.)*. Pearson Education.
14. **Sharma, S., & Ghosh, P. (2020).** *Human Resource Development: Challenges and Solutions in the 21st Century*. Journal of Human Resource Development, 34(4), 50-64.
15. **Cunningham, I., & Hyman, J. (2020).** *Workforce Development and Organizational Performance: A Global Perspective*. European Journal of Work and Organizational Psychology, 29(2), 137-152.
16. **Aguinis, H., & Kraiger, K. (2020).** *Benefits of Training and Development for Individuals and Teams, Organizations, and Society*. Annual Review of Organizational Psychology and Organizational Behavior, 7(1), 347-372.
17. **Kuvaas, B., & Dysvik, A. (2021).** *The Impact of HRM Practices on Employees' Motivation and Performance: Insights from the HRM Literature*. Human Resource Management Review, 31(2), 193-206.
18. **Saks, A. M., & Gruman, J. A. (2022).** *Human Resource Development and Employee Well-being: A Positive Psychology Perspective*. Journal of Organizational Behavior, 43(1), 112-129.

MODUL OF HANDBOOK

FOR ACQUIN

UNDERGRADUATE PROGRAM OF NON FORMAL EDUCATION

SEMESTER 8

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1. Final Project

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<tr><td>Module number
1000004105</td><td colspan="3">Module name
Final Project</td></tr>
<tr><td colspan="2">Type of course
Core Module</td><td>Semester / Rotation
8th / Even Semester</td><td>Student capacity:
37</td></tr>
<tr><td colspan="2">Teaching methods
Project-based Learning, Survey, Problem-based Learning</td><td>Prerequisites for attendance
None</td><td>Language
Bahasa Indonesia/English for International Class</td></tr>
<tr><td colspan="3">Type of examination (Final Grade Composition)

Product (100%)

Duration of Examination:
Performance
Product</td><td>CU (+Workload in hrs)
4 Credits x 16 meetings x 170 /60 = 181,33 hours/Semester (181.20 Practicum (together 181,3)

ECTS (+Workload in hrs)
4 Credits x 1.59 = 6,36 ECTS (181.20 Practicum (together 181,3)</td></tr>
<tr><td colspan="3">Module coordinator
Dr. I Ketut Atmaja Johny Artha, M.Kes.
Prof. Dr. yatim Riyanto,M.Pd.</td><td>Semester week hours:
16 meetings (45.3 hours x 4 CU=181 hours)</td></tr>
<tr><td colspan="4">Additional teacher involved:
-</td></tr>
<tr><td colspan="4">Syllabus
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. By completing a thesis, students demonstrate their ability to conduct structured and scientific research, and are ready to face professional challenges in their field.

Course Material
1. Fundamentals of Research in Non-Formal Education: Understanding the basic concepts of research to prepare the final project.
2. Problem Identification and Analysis in Non-Formal Education: Techniques for recognizing and evaluating research issues.
3. Non-Formal Education Research Methodology: Strategies in choosing appropriate research methods.
4. Final Project Planning: Steps to develop a final project proposal systematically.
5. Utilization of Information Technology in Research: Tools and applications that support data collection and analysis.
6. Effective Academic Writing: Techniques for writing research reports in a scientific format.
7. Academic Ethics in Research: Principles of avoiding plagiarism and maintaining integrity in research.</td></tr>
</table>

8. Collaboration in Final Project Completion: Strategies for cooperation in team research projects.
9. Time Management in Research Projects: Techniques for managing time to complete the final project efficiently.
10. Final Project Evaluation and Validation: The process of reviewing and improving the quality of research.
11. Use of Technology for Presentation of Research Results: How to create engaging presentations using digital tools.
12. Reflection and Self-Development in Research: The process of learning from the experience of completing the final project.
13. Responsibility in Final Project Completion: Developing an independent and responsible attitude in completing the final project.

Learning goals and qualifications in this module students learn to:

PLO

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 (C4)

CLO-2

Students are able to apply various information technologies in preparing their final thesis assignment (C3).

CLO-3

Students are able to organize and collaborate on the performance of preparing their final assignment independently both theoretically and practically (A4).

CLO-4

Students are able to create a research design, also be able to do research and develop an attitude of responsibility in completing the final assignment and prove it with plagiarism-free final assignment results (C6).

Classification of cognitive skills following Bloom (1956):

1 = *Knowledge*: recalling facts, terms, basic concepts and answers; 2 = *Comprehension*: understanding something; 3 = *Application*: using a general concept to solve problems in a particular situation; 4 = *Analysis*: breaking something down into its parts; 5 = *Synthesis*: creating something new by putting parts of different ideas together to make a whole; 6 = *Evaluation*: judging the value of material or methods.

Core readings:

1. Pedoman Penulisan Skripsi.2014. Universitas Negeri Surabaya.

2. Ho-Young Song, John A Walker & Jiaywei Tasuo. 2022. Writing Succesful Scientifi Papers: A User's Guide. Seoul. Panmu Eduation.Co.Ltd
3. Gabor L. Love. 2021. Writing and Publishing Scientific Papers: A Primer for the Non English Speaker. Cambridge, Uk: Open Book Publishers.
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