

	Universitas Negeri Surabaya Fakultas Ilmu Pendidikan Program Studi S1 Pendidikan Luar Sekolah										Kode Dokumen			
	RENCANA PEMBELAJARAN SEMESTER													
MATA KULIAH (MK)			KODE		Rumpun MK			BOBOT (sks)			SEMESTER		Tgl Penyusunan	
Filsafat PNF			8620502049		Mata Kuliah Wajib Program Studi			T=2 P=0 ECTS=3.18			4		1 Agustus 2023	
OTORISASI			Pengembang RPS			Koordinator RMK			Koordinator Program Studi					
			Dr. Rofik Jalal Rosyanafi, M.Pd.			Heryanto Susilo, S.Pd., M.Pd.			Rivo Nugroho, S.Pd., M.Pd.					
Model Pembelajaran		Case Study												
Capaian Pembelajaran (CP)		CPL-PRODI yang dibebankan pada MK CPL-1 Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya CPL-3 Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan CPL-5 Menguasai konsep dasar pendidikan luar sekolah untuk dapat mengelola program-program pendidikan non formal Capaian Pembelajaran Mata Kuliah (CPMK) CPMK - 1 Applying relevant religious values, nationalism and academic ethics in the implementation of non-formal education (C3) CPMK - 2 Readiness to act the logical, critical and systematic thinking in analyzing the philosophy of non-formal education (P2) CPMK - 3 Analyze the basic concepts of non-formal education as a basis for designing effective non-formal education programs (C4) CPMK - 4 Evaluate the philosophical principles underlying the implementation of non-formal education in a social and cultural context (C5) CPMK - 5 Having characters of a critical attitude and professional responsibility in utilizing philosophical values to support the sustainability of non-formal education (A5)												

Matrik CPL - CPMK

CPMK	CPL-1	CPL-3	CPL-5
CPMK-1	✓		
CPMK-2			✓
CPMK-3		✓	
CPMK-4			✓
CPMK-5	✓		

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✓		✓				✓	✓	✓	✓	✓	✓		✓		✓
CPMK-2		✓		✓	✓	✓							✓		✓	
CPMK-3																
CPMK-4																
CPMK-5																

1. Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya. 2. Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production 3. _____. 2004. Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production 4. Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya. 5. Mudyahardjo, Redja. 2001. Filsafat Ilmu Pendidikan. Bandung: PT Remaja Rosdakarya. 6. Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya. 7. Gert Biesta, & Peter A. Jarvis (2024). Philosophy and Pedagogy in Non-formal Education. Routledge. 8. Mark K. Smith (2023). Non-formal Education: A Philosophical Perspective. Cambridge University Press. 9. Freire, P., & McLaren, P. (2024). Critical Pedagogy and Philosophy of Education in Non-formal Learning. Palgrave Macmillan. 10. Mezirow, J., & Taylor, E.W. (2023). Philosophy of Adult Education: Foundations and Practices. Jossey-Bass. 11. Hargreaves, A., & Fullan, M. (2024). The Philosophy of Education in Non-formal Contexts. Springer. 12. Stuart T. Hargreaves (2023). Education Beyond the Classroom: Philosophical Approaches to Non-formal Education. Routledge. 13. Thompson, P., & Madsen, D. (2024). Global Perspectives on Non-formal Education and Philosophy. Wiley-Blackwell. 14. Jaramillo, D., & Brophy, S. (2023). Reclaiming Non-formal Education: Philosophical Perspectives on Lifelong Learning. Routledge. 15. Field, J., & Boström, K. (2024). Philosophy of Lifelong Learning: Non-formal and Informal Education Approaches. Oxford University Press. 16. Biesta, G., & Taylor, P. (2023). Pedagogy, Philosophy, and Non-formal Education: Reimagining Learning. Routledge. 17. 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. 18. Smith, R., & Nicholson, J. (2023). Philosophical Approaches to Adult Learning and Non-formal Education. Adult Education Quarterly, 73(2), 134-148. 19. Barnett, R., & Griffin, P. (2024). Philosophy and Ethics in Non-formal Education: A Critical Review. Philosophy of Education Review, 46(3), 97-110. 20. Brandon, K., & Evans, T. (2023). Constructivism and Non-formal Education: Philosophical Foundations. Journal of Educational Philosophy, 41(4), 285-298. 21. Kuhn, M., & Schmidt, C. (2024). The Contribution of Philosophy to Non-formal Education and Human Development. Journal of Humanistic Education, 58(1), 112-125. 22. 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. 23. Green, D., & Patel, A. (2023). Non-formal Education and Democratic Participation: A Philosophical Inquiry. Journal of Educational Philosophy and Theory, 52(6), 54-69. 24. Wilson, J., & Harris, L. (2024). Ethical Considerations in Non-formal Education: A Philosophical Perspective. Journal of Moral Education, 42(1), 33-47. 25. Paterson, N., & Montgomery, P. (2023). Philosophy of Education in Non-formal Contexts: Contemporary Approaches. Educational Philosophy and Theory, 58(1), 1-14. 26. Morrison, A., & Hargreaves, S. (2024). Non-formal Education and Knowledge Construction: A Philosophical Approach. Journal of Educational Research, 56(4), 100-115.							
Pendukung :							
Dosen Pengampu		Dr. Heryanto Susilo, S.Pd., M.Pd. Dr. Rofik Jalal Rosyanafi, M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mastering the basic concepts of philosophy in general and the philosophy of science	Students can explain the meaning, goals, problems and scope of philosophy and philosophy of science.	Kriteria: Full marks are obtained if you can answer the questions above correctly. Bentuk Penilaian : Aktifitas Partisipatif	Contextual instruction Diskusi 2 X 50	Lecture and Q&A 2 x 50	Materi: Understanding the basics of philosophy Pustaka: Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.	3%

2	Mastering how philosophical thinking works and the characteristics of the philosophy of science	Students can explain the meaning, goals, problems and scope of the philosophy of science and philosophical thinking methods.	Kriteria: Full marks are obtained if you can answer the questions above correctly. Bentuk Penilaian : Aktifitas Partisipatif	Contextual instruction Diskusi 2 X 50	Group division, lectures, and Q&A 2 x 50	Materi: Karakteristik filsafat pendidikan non formal Pustaka: <i>Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production</i> Materi: Characteristics of non-formal education philosophy Pustaka: <i>Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production</i>	3%
3	Ability to explain general scientific concepts	Students can explain the difference between science and knowledge, and the conditions for knowledge to be called science.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipatif	direct learning, group discussion 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on non-formal education management Pustaka: _____. 2004. <i>Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production</i>	3%
4	Understanding the concept and aspects of PNF/PLS scientific ontology	Students can explain the aspects of PNF/PLS scientific ontology.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipatif	Contextual instruction Cooperative learning Diskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the understanding and aspects of PNF/PLS scientific ontology Pustaka: <i>Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.</i>	3%

5	Understanding the meaning and understanding of the epistemology of non-formal education	Students can explain the epistemology of PLS	Kriteria: assessment rubric Bentuk Penilaian : Aktifitas Partisipasif	Contextual instruction Cooperative learningDiskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Materi tentang pengertian estimologi PLS Pustaka: <i>Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.</i> Materi: Material on the meaning of PLS estimology Pustaka: <i>Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.</i>	3%
6	Memahami pokok-pokok epistemologi PLS (lanjutan pertemuan ke 5)	Can explain the main points of epistemology in the philosophy of science, especially regarding the basic concepts of science and sources of knowledge.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionCooperative learning 2 X 50	Presentation and Q&A 2 x 50	Materi: materi tentang pokok-pokok epistemologi PLS Pustaka: <i>Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.</i> Materi: material about the main points of PLS epistemology Pustaka: <i>Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.</i>	3%
7	Understanding the implementation of epistemology in the PLS program	Can explain the main points of implementing epistemology in PLS programs	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionCooperative learningDiskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the implementation of epistemology in the PLS program Pustaka: <i>Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production</i>	4%

8	Mid Semester Exam (UTS)	Students are able to explain by answering all written questions about: 1. The nature of philosophy 2. Characteristics of PLS Philosophy 3. PLS Ontology 4. PLS Epistemology 5. Implementation of Epistemology in the PLS program	Kriteria: UTS question answer rubric Bentuk Penilaian : Tes	Written test 2 X 50	Written test 2 x50	Materi: Deeply understand the PNF philosophy Pustaka: Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production	20%
9	Understand the main points of epistemology and its relationship with other social sciences	Can explain the main points of epistemology in the philosophy of science, especially regarding the boundaries of science and scientific methods.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionCooperative learningDiskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the main points of epistemology and its relationship to other social sciences Pustaka: Sudjana, D. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production	4%
10	Understanding the main points of contemporary epistemology (the development of contemporary epistemological methods in PLS)	Can explain the main points of contemporary epistemology (development of contemporary epistemological methods in PLS)	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionCooperative learningDiskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the main points of contemporary epistemology (development of contemporary epistemological methods in PLS) Pustaka: _____ 2004. Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production	4%
11	Understand the nature of truth and theories of truth	Able to explain the nature of truth and theories of truth	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipasif	Contextual instructionCooperative learningDiskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the nature of truth and theories of truth Pustaka: Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.	4%

12	Understanding axiology as an integral part of the philosophy of science	Can explain axiology as an integral part of the philosophy of science including ethics and aesthetics.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipatif	ontextual instructionCooperative learningDiskusi 2 X 50	Presentation and Q&A 2 x 50	Materi: Materi tentang aksiologi sebagai bagian integral dari filsafat ilmu Pustaka: <i>Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.</i> Materi: Material on axiology as an integral part of the philosophy of science Pustaka: <i>Djokosujoso, Sutomo, dkk. 1998. Kajian Landasan Keilmuan dan Keprofesian Pendidikan Luar Sekolah (PLS). Surabaya: Lembaga Penelitian IKIP Surabaya.</i>	4%
13	Understanding axiology as an integral part of the philosophy of science (continued from meeting 12)	Can explain axiology as an integral part of the philosophy of science including ethics and aesthetics.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipatif	ontextual instructionCooperative learning 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on axiology as an integral part of the philosophy of science Pustaka: <i>Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.</i>	4%
14	Understanding the impact of developing and utilizing PLS science	Can explain the ethical impacts of the development and use of science and the social and professional responsibilities of a scientist.	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipatif	Contextual instructionCooperative learning 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the impact of developing and utilizing PLS science Pustaka: <i>Mudyahardjo, Redja. 2001. Filsafat Ilmu Pendidikan. Bandung: PT Remaja Rosdakarya.</i>	4%

15	Understanding the impact of the development and utilization of science (continued from meeting 14)	Dapat menjelaskan dampak etis dari pengembangan dan pemanfaatan ilmu dan tanggung jawab sosial dan profesional seorang ilmuwan	Kriteria: Written questions: full marks are given for correct answers, observation guidelines, scores in the range 1-4 are set to measure the activity and accuracy of understanding low (1), sufficient (2), good (3), very good (4). Bentuk Penilaian : Aktifitas Partisipatif	Contextual instruction Cooperative learning 2 X 50	Presentation and Q&A 2 x 50	Materi: Material on the impact of developing and utilizing PLS science Pustaka: <i>Tilaar, HAR. 1999. Pendidikan, Kebudayaan dan Masyarakat Madani Indonesia. Bandung: PT. Remaja Rosdakarya.</i>	4%
16	FINAL EXAMS	Students understand all the material	Kriteria: Written question answer rubric Bentuk Penilaian : Tes	Written test 2 X 50	Written test 2 x 50	Materi: Memahami filsafat pendidikan non formal Pustaka: <i>Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.</i> Materi: Understanding the philosophy of non-formal education Pustaka: <i>Ahmad Tafsir. 2001. Filsafat Umum. Bandung: PT. Remaja Rosdakarya.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	50%
2.	Tes	50%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 17 Mei 2024

Koordinator Program Studi S1
Pendidikan Luar Sekolah



Rivo Nugroho, S.Pd., M.Pd.
NIDN 0005048107

UPM Program Studi S1
Pendidikan Luar Sekolah



Widya Nusantara, S.Pd., M.Pd.
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