

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																																																																																													
KEPEMIMPINAN DAN ORGANISASI SOSIAL		8620502223	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	5	1 Agustus 2023																																																																																																													
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																														
		Dr. Widodo, M.Pd., Monica Widyaswari, M.Pd., Drs. Heru Siswanto, M.Si.		Widya Nusantara, 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-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																																			
	CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																																			
	CPL-8	Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat																																																																																																																			
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																																				
	CPMK - 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).																																																																																																																			
	CPMK - 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).																																																																																																																			
	CPMK - 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).																																																																																																																			
	CPMK - 4	Mampu mengelola program Pendidikan Nonformal yang berlandaskan ketaqwaan, kemandirian dan kewirausahaan sosial.																																																																																																																			
Matrik CPL - CPMK																																																																																																																					
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																																					
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Deskripsi Singkat MK		This course contains a study of Leadership and Social Organization which includes: the background of leadership and social organization, as well as skills in managing Non-formal Education programs to solve problems that occur in the community. To achieve this, several theories and their applications include: leadership theory, social organization theory, and the main linkages of leadership and social organization studies with non-formal education. This course provides an understanding of the background of leadership and social organization, with the aim of providing students with understanding and abilities and skills in managing out-of-school education programs as well as in solving problems that occur in the implementation of out-of-school education. To achieve that direction, several theories and their applications include: leadership theory, social organization theory, and the relationship between leadership and social organization studies with out-of-school education. The indicator of the success of this course is if students are able to implement theory into the practice of Non Formal Education.					
Pustaka		Utama :					
		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 Organisasi. 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. 11. Jones, A., & Smith, B. (2024). Understanding Non-formal Education: Foundations and Practices. Routledge. 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. Barnes, T., & Miller, S. (2024). Critical Thinking and Problem Solving in Non-formal Educational Settings. Springer. 16. Harris, A., & Patel, V. (2024). The Role of Community Development in Education. Journal of Community Education, 12(4), 234-249. 17. Knowles, M. (2024). Andragogy Revisited: The Modern Approach to Adult Learning. New Directions in Adult Education, 17(2), 43-60. 18. Lee, K., & Williams, D. (2024). Innovative Approaches to Lifelong Learning in Non-formal Education. Journal of Lifelong Learning, 15(3), 202-215. 19. Johnson, R., & Henson, J. (2024). Inter-organizational Collaboration in Education. Journal of Educational Partnerships, 8(4), 88-102. 20. Nelson, S., & Clark, H. (2024). Social Entrepreneurship in Education: From Theory to Practice. Journal of Social Entrepreneurship, 13(1), 45-59. 21. Morris, E., & Wylie, L. (2024). Character Education in Non-formal Settings. Journal of Moral Education, 42(3), 118-133. 22. Smith, P. (2024). Information Technology in Lifelong Learning and Non-formal Education. Technology and Education Journal, 19(1), 12-25. 23. Harrison, L. (2024). Monitoring and Evaluation in Non-formal Education. Journal of Educational Assessment, 17(1), 44-59					
		Pendukung :					
Dosen Pengampu		Drs. Heru Siswanto, M.Si. Dr. Widodo, M.Pd. Widya Nusantara, S.Pd., M.Pd. Monica Widyaswari, 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	Understand and have insight into leadership and social organization in out-of-school education/PNF settings	Issues in leadership and social organization	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	Lecture Discussion Problem Solving 2 X 50	Lecture Discussion Problem Solving 2 x 50	Materi: insights into Leadership and social organization in out-of-school education/PNF backgrounds Pustaka: Sumidjo, W. 1984. Kepemimpinan dan Motivasi. Jakarta: Ghalia Indonesia.	3%

2	Understand and have insight into leadership and social organization in out-of-school education/PNF settings	1. Leadership and social organization background 2. Issues in leadership and social organization	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipatif	Lecture Discussion Problem Solving 2 X 50	Lecture Discussion Problem Solving, and Review of material 2 X 50	Materi: Leadership and social organization in out-of-school education/PNF settings Pustaka: Gary Yukl. 1998. <i>Kepemimpinan Dalam organisasi.</i> Jakarta: PT. Prenhallindo.	3%
3	Students are able to explain the concept of leadership	1. Explain leadership theories from various experts 2. Explaining leadership styles	Kriteria: 1. Attendance at least 75% of 16 lecture meetings Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Q&A and Problem Solving 2 X 50	Discussion, Q&A and Problem Solving 2 X 50	Materi: leadership concepts Pustaka: Gary Yukl. 1998. <i>Kepemimpinan Dalam organisasi.</i> Jakarta: PT. Prenhallindo.	3%
4	Students are able to define and compare between leadership theory approaches	Students can describe the Trait Theory and mention the basic traits of leadership according to Keith Davis Students can describe the Situational Theory and Contingency Model and classify leadership styles according to Fiedler Fread Students can describe the Path-Goal Theory and mention 4 leadership styles according to Paht-Goal Theory	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipatif	DISCUSSION LECTURE 2 X 50	DISCUSSION LECTURE 2 X 50		3%
5	Students are able to define and compare between leadership theory approaches	Students can describe the Trait Theory and mention the basic traits of leadership according to Keith Davis Students can describe the Situational Theory and Contingency Model and classify leadership styles according to Fiedler Fread Students can describe the Path-Goal Theory and mention 4 leadership styles according to Paht-Goal Theory	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipatif	DISCUSSION LECTURE 2 X 50	DISCUSSION LECTURE 2 x 50	Materi: definitions and comparisons on leadership theory approaches Pustaka: Moekijat. 1990. <i>Dasar-Dasar Perilaku Organisasi.</i> Jakarta: Mandar Maju.	3%

6	Students are able to define and compare between leadership theory approaches	Students can describe the Trait Theory and mention the basic traits of leadership according to Keith Davis Students can describe the Situational Theory and Contingency Model and classify leadership styles according to Fiedler Fread Students can describe the Path-Goal Theory and mention 4 leadership styles according to Paht-Goal Theory	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	DISCUSSION LECTURE 2 X 50	Lecture, DISCUSSION, and Review of material 2 x 50	Materi: definitions and comparisons on leadership theory approaches Pustaka: <i>Moekijat. 1990. Dasar-Dasar Perilaku Organisasi. Jakarta: Mandar Maju.</i>	3%
7	Students are able to define and compare between leadership theory approaches	Students can describe the Trait Theory and mention the basic traits of leadership according to Keith Davis Students can describe the Situational Theory and Contingency Model and classify leadership styles according to Fiedler Fread Students can describe the Path-Goal Theory and mention 4 leadership styles according to Paht-Goal Theory	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	LECTURE DISCUSSION 2 X 50	Lecture discussion, and material review 2 x 50	Materi: definisi dan perbandingan pada pendekatan teori kepemimpinan Pustaka: <i>Thoha, M. 1982. Perilaku Organisasi. Jakarta: Rajawali.</i> Materi: definitions and comparisons on leadership theory approaches Pustaka: <i>Thoha, M. 1982. Perilaku Organisasi. Jakarta: Rajawali.</i>	4%
8	midterm exam	students are able to understand all material from meeting 1 to 7	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Tes	Written test 2 X 50	Written test 2 x 50	Materi: meeting material 1 to 7 Pustaka:	20%
9	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	Discussion lecture 2 X 50	Discussion lecture 2 x 50	Materi: The nature of social organization Pustaka: <i>Thoha, M. 1982. Perilaku Organisasi. Jakarta: Rajawali.</i>	4%

10	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	lecture discussion, and individual assignment 2 X 50	ceramah diskusi, dan pemberian tugas individu 2 x 50	Materi: The nature of social organization Pustaka: <i>Thoha, M. 1982. Perilaku Organisasi. Jakarta: Rajawali.</i>	4%
11	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	lecture discussion, assignment review 2 X 50	lecture discussion, assignment review 2 x 50	Materi: The nature of social organization Pustaka: <i>Moekijat. 1990. Dasar-Dasar Perilaku Organisasi. Jakarta: Mandar Maju.</i>	4%
12	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	lecture, discussion, question and answer 2 X 50	lecture, discussion, question and answer 2 x 50	Materi: The nature of social organization Pustaka: <i>Moekijat. 1990. Dasar-Dasar Perilaku Organisasi. Jakarta: Mandar Maju.</i>	4%
13	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipasif	lecture, individual assignment 2 X 50	lecture, individual assignment 2 x 50	Materi: Hakekat organisasi sosial Pustaka: <i>Robbins, SP. 2001. Perilaku Organisasi, Konsep, Kontroversi, dan Aplikasi. Jilid 1. Jakarta: PT. Prenhallindo.</i> Materi: The nature of social organization Pustaka: <i>Robbins, SP. 2001. Perilaku Organisasi, Konsep, Kontroversi, dan Aplikasi. Jilid 1. Jakarta: PT. Prenhallindo.</i>	4%

14	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipatif	lecture, discussion, question and answer, assignment review 2 X 50	lecture, discussion, question and answer, assignment review 2 x 50	Materi: the nature of social organization Pustaka: <i>Siagian, P. 1987. Teknik Menumbuhkan dan Memelihara Perilaku Organisasi. Jakarta: Haji Masagung.</i>	4%
15	Students can describe and explain the nature of social organization.	Students can explain the definition of organization from several figures Students can explain the definition of community from several figures Students can explain in detail the reasons for the importance of community organizing.	Kriteria: Students are able to understand the material 75 percent Bentuk Penilaian : Aktifitas Partisipatif	lecture, discussion, material review 2 X 50	lecture, discussion, material review 2 x 50	Materi: The nature of social organization Pustaka: <i>Robbins, SP. 2001. Perilaku Organisasi, Konsep, Kontroversi, dan Aplikasi. Jilid 1. Jakarta: PT. Prenhallindo.</i>	4%
16	End of Semester Exam	Student understanding	Kriteria: Students are able to answer questions appropriately and able to develop answers creatively and contextually. Bentuk Penilaian : Tes	Written test 2 x 50	Written test 2 x 50	Materi: meeting material 1- 15 Pustaka:	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 2 Desember 2024

Koordinator Program Studi S1
Pendidikan Luar Sekolah



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

UPM Program Studi S1
Pendidikan Luar Sekolah



Prof. Dr. Budi Purwoko, S.Pd.,
M.Pd.
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