



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
Pendidikan Masyarakat	8620502124	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	3	1 Juli 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Dr. Rofik Jalal Rosyanafi, M.Pd. ; Dr. Wiwin Yulianingsih, S.Pd., M.Pd. ; Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd. ; Monica Widyaswari, S.Pd., M.Pd.		Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si., M.Pd			Rivo Nugroho, S.Pd., M.Pd.	

Model Pembelajaran	Case Study
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK
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CPL-1	Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya
CPL-7	Menguasai proses perencanaan, pelaksanaan dan mengevaluasi program pendidikan nonformal
CPL-8	Mampu merancang dan mengimplementasikan Pembelajaran berbasis Andragogi Pembelajaran pada Pendidikan Non Formal dan Pendidikan Masyarakat
CPL-11	Mampu memanfaatkan teknologi dan informasi dalam upaya penyelesaian masalah sesuai dengan bidang keahliannya

Capaian Pembelajaran Mata Kuliah (CPMK)
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CPMK - 1	Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah melalui pengembangan keilmuan pendidikan nonformal berdasarkan hasil analisis informasi dan data
CPMK - 2	Menguasai teori, konsep, prinsip analisis kebutuhan masyarakat sebagai orang dewasa, serta menguasai teknologi informasi dalam pelaksanaan program pendidikan nonformal
CPMK - 3	Mampu menyusun gagasan yang inovatif dan kreatif dalam rangka mengembangkan program pendidikan nonformal
CPMK - 4	Mampu mengelola program Pendidikan Nonformal yang berlandaskan pada ketakwaan, kemandirian, dan social entrepreneurship

Matrik CPL - CPMK

	CPMK	CPL-1	CPL-7	CPL-8	CPL-11												
	CPMK-1	✓															
	CPMK-2		✓	✓	✓												
	CPMK-3		✓	✓	✓												
	CPMK-4		✓	✓	✓												

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					✓											✓	✓

Deskripsi Singkat MK	This course discusses the conceptual study of non-formal education learning models which include understanding, characteristics, syntax and steps in implementing them. In addition, skills are needed in compiling reports on the results of the study and also developing non-formal education learning models. With the existence of various non-formal education institutions, it is necessary to test existing learning models, then it is hoped that new learning models will be found to further enrich the variety of non-formal education learning. The teaching materials presented are approaches and types of non-formal learning development, methods and models of collecting and analyzing program assessment data, developing non-formal program model prototypes, developing non-formal program model prototypes, compiling reports on the results of assessment and development of non-formal learning models, 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. This course also provides an understanding of the history and concept of community education, the purpose and content of community education, the nature of community education in the national education system, the field of community education, as well as SPEM and 10 benchmarks of community education through explanation, discussion and presentation						
Pustaka	Utama :						
		<ol style="list-style-type: none"> 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.Djudju Sudjana. 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. 					
	Pendukung :						
		<ol style="list-style-type: none"> 1. Peter Jarvis. Adult Education and lifelong learning. London and NewYork. 					
Dosen Pengampu	Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Heryanto Susilo, S.Pd., M.Pd. Dr. Rofik Jalal Rosyanafi, M.Pd. Dr. Shobri Firman Susanto, S.Pd., M.Pd. Monica Widayawari, 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	Students are able to understand the concept and scope, the position of community education in the national education system and the history of the development of community education.	Students are able to describe the concept and scope of community education and the position of community education in the national education system.	Kriteria: Students pass if they can answer multiple choice questions correctly by 75%. Bentuk Penilaian : Aktifitas Partisipatif	Lectures / Questions and Answers and assignments to find recommended source books. 2 X 50	Lectures / Questions and assignments to find recommended source books. 2 X 50	Materi: The concept and scope, the position of community education in the national education system and the history of the development of community education. Pustaka: Sudjana D (2006) Pendidikan Nonformal : Wawasan, sejarah perkembangan, falsafah, teori pendukung dan azas, Bandung. Falah Procution.	4%
2	Students are able to understand the history of the development of community education	Students are able to describe the history of the development of community education	Kriteria: Students pass if they can name and explain the history of the development of public education. Bentuk Penilaian : Aktifitas Partisipatif	- Lecture - Q&A 2 X 50	- Lecture - Q&A 2 X 50	Materi: history of the development of community education. Pustaka: Djudju Sudjana. 2004. Pendidikan Nonformal, Wawasan, Sejarah Perkembangan, Filsafat, Teori Pendukung dan Azas. Bandung: Falah Production.Djudju Sudjana.	4%

3	Students are able to understand community education issues and programs	1. Students are able to describe community education issues. 2. 13 community education programs	Kriteria: Students pass if they can provide answers to community education issues and programs reaching 75%. Bentuk Penilaian : Penilaian Portofolio	- Lecture - Q&A 2 X 50	- Lecture - Q&A 2 X 50	Materi: isu-isu dan program pendidikan masyarakat Pustaka: <i>Kindervater, S. 1979. Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Centre for International Education University of Massachusetts.</i> Materi: community education issues and programs Pustaka: <i>Kindervater, S. 1979. Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Centre for International Education University of Massachusetts.</i>	5%
4	Students are able to understand community education issues and programs	Students are able to describe community education issues	Kriteria: Students pass if they can provide answers to community education issues and programs reaching 75%. Bentuk Penilaian : Penilaian Portofolio	- Ceramah - Tanya Jawab 2 X 50	- Ceramah - Tanya Jawab 2 X 50	Materi: community education issues Pustaka: <i>Soedomo, M. 1990. Pembangunan Masyarakat. Malang: Lembaga Pengabdian Masyarakat IKIP Malang.</i>	5%
5	Students are able to understand what is informal education? (Group 1)	Students are able to describe: What is informal education (John Mahoney): 1. What makes our work informal. 2. Education using the environment. 3. Relationships: developing different approaches. Learn from each other. 4. Education as a process and product.	Kriteria: Students graduate if they can provide answers to community development problems related to education orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipatif	- Lecture - Q&A - Reinforcement 2 X 50	- Lecture - Q&A - Reinforcement 2 X 50	Materi: informal education Pustaka: <i>Soedomo, M. 1990. Pembangunan Masyarakat. Malang: Lembaga Pengabdian Masyarakat IKIP Malang.</i>	5%
6	Students are able to understand Historical perspectives on Informal education (Group 2)	Students are able to describe the Prologue, Finding a starting point, the early history of informal education, the rise of mass schooling, informal education in an age of mass schooling and where, the future perhaps and Conclusion	Kriteria: Students graduate if they can provide answers about informal education orally reaching 75%. Bentuk Penilaian : Praktik / Unjuk Kerja	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	Materi: Historical perspectives on Informal education Pustaka: <i>Community Learning Centres, country reportr from Asia.</i>	3%

7	Students are able to understand Professional values in informal education work (Group 3)	Students are able to describe professional values in formal education work including: Professional values, the value of informal education work, interpreting the values, respect for different cultures and religions in society	Kriteria: Students pass if they can provide answers orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	Materi: Professional values in informal education work Pustaka: <i>Community Learning Centres, country reportr from Asia.</i> Materi: Professional values in informal education work Pustaka: <i>Peter Jarvis. Adult Education and lifelong learning. London and NewYork.</i>	5%
8	MIDTERM EXAM	Students are able to describe experiential learning, Triggering reflection, using experience for learning,	Kriteria: Students graduate if they can provide answers about professional values in formal settings. Bentuk Penilaian : Tes	UTS wrote 2 X 50	Online UTS uses Google Form 2 X 50	Materi: learning from experience Pustaka: <i>Peter Jarvis. Adult Education and lifelong learning. London and NewYork.</i>	10%
9	Students are able to understand place, space and informal education	Students are able to describe on spaces and identity, geographies of childhood and youth, geographies of power and exclusion, the geography of informal education, issues for informal educators, working so that spaces become place	Kriteria: Oral educational work reached 75%. Bentuk Penilaian : Praktik / Unjuk Kerja	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	Materi: place, space and informal education Pustaka: <i>Saleh Marzuki, Dimensi-dimensi Pendidikan Nonformal, FIP Universitas Negeri Malang</i>	5%
10	Students are able to understand the foundations of thinking and implementation of lifelong education	Students were able to answer questions correctly 75% of the time	Kriteria: quantitative Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	Materi: Foundations of thinking and implementation of lifelong education Pustaka: <i>Community Learning Centres, country reportr from Asia.</i>	4%
11	Students are able to understand continuing education (group 6)	Students are able to describe lifelong learning, a learning society, flexibility in providing continuing education, the need of continuing education, types of continuing education programs, post literacy programs, equivalency programs, quality of life improvement programs, income-generating programs.	Kriteria: Students pass if they can provide answers about experiential learning, Triggering reflection, using experience for learning orally reaching 75%. Bentuk Penilaian : Aktifitas Partisipasif	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	Materi: lifelong learning, a learning society, flexibility in providing continuing education, the need of continuing education, types of continuing education programmes, post literaty progmmes, equivalency programmes, quality of life improvement programmes, income-generating programmes. Pustaka: <i>Community Learning Centres, country reportr from Asia.</i>	5%

12	Students are able to understand community learning centers (sountry report from Asia) (Group 7)	Students are able to describe CLC in Indonesia: introduction, profile of the research study, analysis of CLC experiences, impact/outcomes, recommendations.	<p>Kriteria: Students pass if they can provide answers about experiential learning, Triggering reflection, using experience for learning orally reaching 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	- Lecture- - Questions and Answers - Reinforcement 2 X 50	- Lecture- - Questions and Answers - Reinforcement 2 X 50	<p>Materi: CLC in Indonesia : Introduction, profile of the research study, analysys of CLC experiences, impact/outcomes, recommendation.</p> <p>Pustaka: <i>Soedomo, M. 1990. Pembangunan Masyarakat. Malang: Lembaga Pengabdian Masyarakat IKIP Malang.</i></p>	5%
13	Students are able to understand community learning centers (country report from Asia) (Group 9)	Students are able to describe CLC in Thailand: Introduction, overview of CLC in Thailand profile of research study, analysis of CLC experiences, major findings recommendations.	<p>Kriteria: Students pass if they can provide answers about experiential learning, Triggering reflection, using experience for learning orally reaching 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	<p>Materi: CLC in Thailand : Introduction, overview of CLC in Thailand profile of reseach study, analysis of CLC experiences, major findings recommendation.</p> <p>Pustaka: <i>Kindervater, S. 1979. Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Centre for International Education University of Massachusetts.</i></p>	4%
14	Field study of community education programs	Students can understand and explain: Community education management, 10 community education standands and learning systems	<p>Kriteria: Students pass if they can provide answers about spaces and identity, geographies of childhood and youth, geographies of power and exclusion, the geography of informal education, issues for informal educators, working so that spaces become places in writing, the description reaches 75%.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 X 50	<p>Materi: Field study of community education programs</p> <p>Pustaka: <i>Community Learning Centres, country reportr from Asia.</i></p>	3%

15	Field study of community education programs	Students can understand and explain: Community education management, 10 community education standards and learning systems	Kriteria: Students graduate if they can answer multiple choice questions correctly up to 75%. Bentuk Penilaian : Aktifitas Partisipasif	- Lectures - Questions and Answers - Reinforcement 2 X 50	- Lectures - Questions and Answers - Reinforcement 2 x 50	Materi: community education programs Pustaka: <i>Kindervater, S. 1979. Nonformal Education as An Empowering process Which Case Studies from Indonesia and Thailand. Massachusetts: Centre for International Education University of Massachusetts.</i>	3%
16	Students have an understanding of the history and concept of community education, the aims and content of community education, the nature of community education in the national education system, areas of community education, as well as 10 benchmarks for community education in the fields of training, community empowerment and informal education.	Students are able to explain briefly and clearly related questions on the Final Semester Examination (UAS) test	Kriteria: Suitability of the answer to the question and the contextual degree of the answer Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes	final exams 2 x 50	online final exams 2 x 50	Materi: history and concept of community education, aims and content of community education, the essence of community education in the national education system, areas of community education to work on, as well as 10 benchmarks for community education in the fields of training, community empowerment and informal education. Pustaka: <i>Community Learning Centres, country report from Asia.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Penilaian Portofolio	10%
3.	Praktik / Unjuk Kerja	20%
4.	Tes	20%
		100%

Catatan

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.
- 6. 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.
- 7. Bentuk penilaian:** tes dan non-tes.
- 8. 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.
- 9. 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.

10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. 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.
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UPM Program Studi S1
Pendidikan Luar Sekolah



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