						Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Undergraduate Study Program in Out-of-School Education**					

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Theory and Practice of Community Empowerment	8620503199	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	August 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Mastering the basic concepts of out-of-school education to be able to manage non-formal education programs
	PLO-6	Mastering community empowerment techniques to plan and apply them 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
	PLO-9	Able to empower the community and apply social entrepreneurship in the management of non-formal education unit institutions
	Program Objectives (PO)	
	PO - 1	Able to organize activities in implementing public policies and binding public service performance.
	PO - 2	Master the theoretical concepts of public sector management to realize the values of good governance
	PO - 3	Able to elaborate concepts, theories and strategies for community empowerment independently and responsibly
	PO - 4	Able to analyze potential and identify empowerment needs in a community group or community
	PO - 5	Able to describe the andragogical approach in organizing society and in empowerment activities
	PLO-PO Matrix	

P.O	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9
PO-1		✔	✔		✔
PO-2	✔	✔		✔	
PO-3	✔	✔			✔
PO-4	✔		✔	✔	
PO-5		✔		✔	✔

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✔	✔														
PO-2			✔	✔												
PO-3						✔			✔				✔		✔	
PO-4					✔		✔	✔			✔					
PO-5										✔		✔		✔		✔

	Short Course Description	This course aims to prepare students to be able to contribute to improving the quality of community life in accordance with the scope of the field of non-formal education in community empowerment efforts. Empowerment efforts are carried out by developing social relations and relations in society, understanding and analyzing potential that can be developed, identifying changes in society and their relation to the importance of empowerment efforts, empowerment strategies, conceptual foundations, stages and practices of empowerment in participatory community groups. To realize this, the following course material is given: Approaches to Community Development, Social Welfare Development, Community Development, Community Development, Ecology and Social Justice, Community Development Vision, Non-formal Education as a strategy in community empowerment practice, planning and evaluation of development-based community, community-based resource management, program planning, empowerment models, social assistance, participatory approaches and techniques. Learning strategies in lectures are discussion, question and answer, lecture, practice, and mini research. This course also presents and examines various theories and theoretical approaches regarding community development and empowerment, examines the concept, theory and philosophy of empowerment, background, objectives and benefits of empowerment, as well as various methods and strategies for assisting the community, is able to plan, implement and evaluate programs and community empowerment models. Indicators of success in this course are students being able to express and study various theories and theoretical approaches regarding community development and empowerment.

References | **Main :** |

1. Aprillia Theresia, dkk, 2014, Pembagunan Berbasis Masyarakat: Acuan Bagi Praktisi, Akademisi, dan Pemerhati Pengembangan Masyarakat , Bandung: Alfabeta.
2. Adi, Isbandi Rukinto, 2012, Intervensi Komunitas & Pengembangan Masyarakat: Sebagai Upaya Pemberdayaan , Jakarta: Raja Grafindo Persada
3. Gito Saputro & Rangga Kordiyana, 2015, Pengembangan dan Pemberdayaan Masyarakat: Konsep, Teori dan Aplikasinya di Era Otoda , Yogjakarta: Graha Ilmu
4. Suhanadji dan Heryanto, 2015, Pembangunan Masyarakat, Surabaya: Unesa University Press
5. Totok Mardikanto & Purwoko S, 2012, Pemberdayaan Masyarakat Dalam Perspektif Kebijakan Publik , Bandung: Alfabeta
6. Wilkinson, A, 1998, Empowerment: Theory and Practice , Personel Review, Vol 27, No.1 pp. 40- 56 (108) SUMBER RUJUKAN PENUNJANG (SRP) :
7. Anwas, M. Oss, 2013, Pemberdayaan Masyarakat di Era Globa l, Bandung: Alfabeta
8. Chamber, Robert, 1996, Parcipatory Rural Appraisal (Memahami Desa Secara Partisipatif), Penyunting: Prabowo Adi Nugroho, Yogjakarta: Kanisius
9. Huraerah, Abu, 2009, Pengorganasian dan Pengembangan Masyarakat: Model dan Analisis Bimbingan Sosial Berbasis Kerakyatan , Bandung: Humaniora.
10. Harry, H. 2006. Strategi Pemberdayaan Masyarakat. Bandung: Humaniora.

Supporters:

Supporting lecturer	Prof.Dr. I Ketut Atmaja Johny Artha, M.Kes. Dr. Sjafiatul Mardliyah, S.Sos., M.A. Dr. Heryanto Susilo, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can study the background of community empowerment	Students can explain the background of community empowerment	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities	- Lecture - Question and answer - Assignment 3 X 50	Lectures and questions and answers 3 x 50	**Material:** Material about the background of community empowerment. **Reference:** *Aprillia Theresia, et al, 2014, Community-Based Development: Reference for Practitioners, Academics and Observers of Community Development, Bandung: Alfabeta.*	3%
2	Students are able to understand the concept and philosophy of community empowerment	Students are able to develop concepts and philosophies of community empowerment	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities	Lectures vary 3 X 50	Group division and question and answer 3 x 50	**Material:** Material regarding the development of concepts and philosophies of community empowerment. **Reference:** *Adi, Isbandi Rukinto, 2012, Community Intervention & Community Development: As an Empowerment Effort, Jakarta: Raja Grafindo Persada*	3%

3	Students can understand the meaning, goals and benefits of empowerment	Students are able to develop the meaning, goals and benefits of empowerment	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities	- Varied lectures - 3 X 50 Group Discussions	Presentation and questions and answers 3 x 50	**Material:** Material about the meaning, goals and benefits of empowerment **Reference:** *Gito Saputro & Rangga Kordiyana, 2015, Community Development and Empowerment: Concepts, Theories and Applications in the Otoda Era, Yogjakarta: Graha Ilmu*	3%
4	Students can understand the meaning, goals and benefits of empowerment	Students are able to develop the meaning, goals and benefits of empowerment	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Practice / Performance	- Varied lectures - 3 X 50 Group Discussions	Presentation and questions and answers 3 x 50	**Material:** Understanding the meaning, objectives and benefits of empowerment **Reference:** *Gito Saputro & Rangga Kordiyana, 2015, Community Development and Empowerment: Concepts, Theories and Applications in the Otoda Era, Yogjakarta: Graha Ilmu*	3%
5	Students can study various theories of community development and empowerment	Students can explain various theories of community development and empowerment	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Practice / Performance	- Varied lectures - Discussion and Presentation 3 X 50	Presentation and questions and answers 3 X 50	**Material:** Material about studying various theories of development and community empowerment. **Reference:** *Totok Mardikanto & Purwoko S, 2012, Community Empowerment in a Public Policy Perspective, Bandung: Alfabeta*	3%
6	Students can study various theories of community development and empowerment	Students can explain various theories of community development and empowerment	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Test	- Varied lectures - Discussion and Presentation 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material on development theory and community empowerment **Reference:** *Wilkinson, A, 1998, Empowerment: Theory and Practice, Personnel Review, Vol 27, No.1 pp. 40- 56 (108) SUPPORTING REFERRAL SOURCES (SRP):*	3%

7	Students can understand Alternative Development Theory (Friedman), People Centered Theory (Chambers)	Students are able to explain Alternative Development Theory (Friedman), People Centered Theory (Chambers)	**Form of Assessment** : Participatory Activities	Discussion and Presentation 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material on Alternative Development Theory (Friedman), People Centered Theory (Chambers) **Library:** *Totok Mardikanto & Purwoko S, 2012, Community Empowerment in a Public Policy Perspective, Bandung: Alfabeta*	4%
8	UTS	Students are able to do essay questions well	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities, Practice/Performance	Doing 3 X 50 Essay Questions	Doing 3 X 50 essay questions	**Material:** Urgency of theory and practice of community empowerment **Reference:** *Anwas, M. Oss, 2013, Community Empowerment in the Global Era, Bandung: Alfabeta*	20%
9	Students can recognize various concepts and theories of community assistance	Students can discover concepts and Community Assistance	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Practice/Performance, Test	Varied lectures Questions and answers 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material about the concept and theory of community assistance. **Reference:** *Anwas, M. Oss, 2013, Community Empowerment in the Global Era, Bandung: Alfabeta*	4%
10	Students can recognize various concepts and theories of community assistance	Students can discover concepts and Community Assistance	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities, Practice/Performance	Varied lectures Questions and answers 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material about the concept and theory of community assistance. **Library:** *Chamber, Robert, 1996, Participatory Rural Appraisal (Understanding Villages Participatively), Editor: Prabowo Adi Nugroho, Yogjakarta: Kanisius*	4%
11	Students can understand Mentoring Strategies, Methods and Techniques	Students can explain mentoring strategies, methods and techniques	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Practice / Performance	- Lecture - Assignment 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material on Assistance Strategies, Methods and Techniques **Library:** *Suhanadji and Heryanto, 2015, Community Development, Surabaya: Unesa University Press*	4%

12	Students can understand Mentoring Strategies, Methods and Techniques	Students can explain mentoring strategies, methods and techniques	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities	- Lecture - Assignment 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material on Assistance Strategies, Methods and Techniques **Library:** *Harry, H. 2006. Community Empowerment Strategy. Bandung: Humanities.*	4%
13	Students can prepare Planning Tasks and Community Empowerment Activities	Students can plan and carry out empowerment activities	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities, Practice/Performance	Field Assignment 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material about community empowerment **Reference:** *Wilkinson, A, 1998, Empowerment: Theory and Practice, Personnel Review, Vol 27, No.1 pp. 40- 56 (108) SUPPORTING REFERRAL SOURCES (SRP):*	4%
14	Students can prepare Planning Tasks and Community Empowerment Activities	Students can plan and carry out empowerment activities	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities	Field Assignment 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material about community empowerment **Reference:** *Suhanadji and Heryanto, 2015, Community Development, Surabaya: Unesa University Press*	4%
15	Students can prepare an evaluation of empowerment programs	Students can evaluate empowerment programs	**Form of Assessment** : Practice / Performance	Field assignments 3 X 50	Presentation and questions and answers 3 x 50	**Material:** Material on evaluating community empowerment. **Reference:** *Huraerah, Abu, 2009, Community Organizing and Development: Model and Analysis of Community-Based Social Guidance, Bandung: Humaniora.*	4%
16	Students have comprehensive knowledge of the theory and practice of community empowerment	Students are able to carry out community empowerment programs and evaluations	**Criteria:** Students are able to understand 75% of the material **Form of Assessment** : Participatory Activities, Tests	Written test 3 X 50	Written test 3 X 50	**Material:** Material regarding evaluation of community empowerment **Reference:** *Suhanadji and Heryanto, 2015, Community Development, Surabaya: Unesa University Press*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Practice / Performance	30%
3.	Test	20%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.