2023

PORTOFOLIO LIFELONG EDUCATION

UNESA

UNDERGRADUATE PROGRAM OF NON-FORMAL EDUCATION FACULTY OF EDUCATION

LIFE LONG EDUCATION

Undergraduate Program of Non-Formal Education, Faculty of Education ,
State University of Surabaya
2024

PORTFOLIO OF LIFE LONG EDUCATION
ACADEMIC YEAR 2023/2024

Module Coordinator:
Dr. Heryanto Susilo, M.Pd.

Team:
Desika Putri Mardiani, M.Pd.

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A. Learning Activites Plan

Course Identity

Module name	Life Long Education
Module level	Bachelor Degree/Undergraduate Program
Course code	
Abbreviation/ (if applicable)	-
Subheading (ifapplicable)	-
Courses included inthe module (if applicable)	-
Semester/term	1st /First year
ModuleCoordinator	Dr. Heryanto Susilo, M.Pd
Lecturer(s)	Dr. Heryanto Susilo, M.Pd Desika Putri Mardiani, M.Pd
Language	Bahasa Indonesia
Classificationwithin the curriculum	Compulsory
Teaching format/class per week duringsemester	Each week consists of2 hours of lectures (50 minutes/hour)
Workload	2 hours of lecturers, 2 hours of structured assignment, and 2 hours of independent study, 26.65 Hours in Class, 31.98 Hours in structured assignment 31.98"Hours Self-Study"
Course Credits	2
Requirements	-
Learning goals/Competencies	Students have an understanding of the history, understanding, concept of *lifelong* learning, thoughts of world figures and the implementation of *lifelong learning* in *lifelong education*.
Contents	This course's content are about Experience understanding the background, and concepts of lifelong Education, understanding the definition and principles of lifelong education, the meaning and nature of lifelong education, the implications of the principle of lifelong education, the dimensions of adulting attitudes and behaviors according to lifelong education, the characteristics and paradigm of lifelong learning, and understanding of learners/WB and processes in enhancing lifelong learning.

Attribute of soft skill	Responsible for self-learning performance, peer group agreement, and in organizational learning. By applying the relevant theory of Life long education as a foundation of thesis writing or scientific writing. Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/in writing related to solving problems on non-formal education implementation
Study/Exam achievement	Students are considered competent and pass if they receive the final grade at least CFinal grades is calculated according to the formula: 2 x portfolio/Assignment, 2x participation and performance

Letter Grade	Scale	Score Interval
A	4,00	85 ≤ A < 100
A-	3,75	80 ≤ A- < 85
B+	3,50	75 ≤ B+ < 80
B	3,00	70 ≤ B < 75
B-	2,75	65 ≤ B- < 70
C+	2,50	60 ≤ C+ < 65
C	2,00	55 ≤ C < 60
D	2,00	40 ≤ D < 55
E	0,00	0 ≤ E < 40

Form of media	Slides, video, software SPSS
References	1. Dave, RH (1976). *Foundation of Lifelong Education*, New York. Perganon Press 2. Longworth, Norman and Davies, W. Keith. *Lifelong Learning*: Kogan Page. *3.* Jarvis, Peter (2007). *Globalization, lifelong learning and the learning society: Sociological perspectives*. London and New York: Routledge. 2007. *4.* Sudjana D (2006) *Nonformal Education: Insights, development history, philosophy*, *supporting theories and principles*, Bandung. Falah Procution *5.* Rogers A (2005) *NonFormal Education*, New York Klower Academik Publisher *6.* National Education System Law No. 20 of 2003

Course Topic

This course provides an understanding of the history, understanding, concept of *lifelong learning,* thoughts of educational figures and the implementation of *lifelong learning* in lifelong *education* through explanation, discussion, presentation. Students have an understanding of the history, understanding, concept of *lifelong* learning, thoughts of world figures and the implementation of *lifelong learning* in *lifelong education*.

Lesson Plan

SEMESTER LEARNING PLAN (RPS)

FACULTY **:** Education Science
STUDY PROGRAM **:** Nonformal Education
COURSE/WEIGHT **:** Lifelong Education/2 credits
COURSE CODE :
INSTRUCTOR **:** Dr. Heryanto Susilo, M.Pd.
Desika Putri Mardiani, M.Pd.
DESCRIPTION **:** This course provides an understanding of the history, understanding, concept of *lifelong learning,* thoughts of educational figures and the implementation of *lifelong learning* in lifelong *education* through explanation, discussion, presentation.
LEARNING OUTCOMES : Students have an understanding of the history, understanding, concept of *lifelong* learning, thoughts of world figures and the implementation of *lifelong learning* in *lifelong education*.
SOURCE/REFERENCE BOOK :

1. Dave, RH (1976). *Foundation of Lifelong Education*, New York. Perganon Press
2. Longworth, Norman and Davies, W. Keith. *Lifelong Learning*: Kogan Page.
3. Jarvis, Peter (2007). *Globalization, lifelong learning and the learning society: Sociological perspectives*. London and New York: Routledge. 2007.
4. Sudjana D (2006) *Nonformal Education: Insights, development history, philosophy*, *supporting theories and principles*, Bandung. Falah Procution
5. Rogers A (2005) *NonFormal Education*, New York Klower Academik Publisher
6. National Education System Law No. 20 of 2003

A. LEARNING ACTIVITIES

Pert	Expected end capability	Indicator	Study material	Learning strategy	Learning resources/media	Time	Learning experience
1	Students are able to understand the background, and concept of Lifelong Education	1. Students are able to describe the historical background of lifelong education. 2. Students are able to describe the concept of lifelong education	1. Lifelong education background 2. The concept of lifelong education	- Orientation and exposition by lecturer - Exposition	- Book 1 - Book 2 - Other relevant books	2 x 50 minutes	Experience understanding the background, and concepts of Lifelong Education
2	Students are able to understand the definition and principles of lifelong education	1. Students are able to describe the definition of lifelong education 2. Students are able to describe the principles of lifelong education	1. Definition of lifelong education 2. Principles of lifelong education.	- presentation - Q&A	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding the definition and principles of lifelong education
3	Students are able to understand authenticity and key elements Lifelong Education	1. Students are able to describe the definition of lifelong education. 2. Students are able to describe the key elements of lifelong education	1. Definition of lifelong education. 2. Authenticity of lifelong education 3. Key elements of lifelong education.	- Lecture - Questions and answers	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding authenticity and key elements Lifelong Education

4.	Students are able to understand the meaning and nature of lifelong education	Students are able to describe the meaning and nature of lifelong education	1. Understanding the nature of PSH 2. Principles and process	1. Lecture 2. Questions and answers	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding the meaning and nature of lifelong education
5	Students are able to understand the review of lifelong education needs	Students are able to describe the review of lifelong education needs	1. The necessities of human life 2. Education needs 3. Classification of learning needs	1. Lecture 2. Questions and answers	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding lifelong education needs assessment
6	Students are able to understand the implications of the principle of lifelong education	Students are able to describe the implications of the principle of lifelong education	1. Ideological overview 2. Economic overview 3. Sociological overview 4. Philosophical Overview 5. Technology overview 6. Cultural overview.	1. Lecture 2. Questions and answers	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding the implications of the principle of lifelong education
7	Students are able to understand the dimensions of adult attitudes and behaviors according to lifelong education. **KLP MATERIAL 1:**	Students are able to describe the dimensions of adult attitudes and behaviors according to lifelong education.	characteristics of the dimensions of adult attitudes and behaviors according to lifelong education	1. Lecture 2. Questions and answers	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding of the dimensions of adulting attitudes and behaviors according to lifelong education

	CHARACTERISTICS OF A LIFELONG EDUCATION MATURITY ATTITUDE						
8	Students are able to understand about lifelong education strategies **KLP 2 MATERIAL: LIFELONG EDUCATION STRATEGIES**	Students are able to describe lifelong education strategies	1. Key concepts of lifelong education. 2. The direction of lifelong education	1. Lecture 2. Questions and answers	- Book 1 - Book 2 Other relevant books	2 x 50 minutes	Experience understanding of lifelong education strategies
9	**Midterm Exam**						
11	Students are able to understand the pillars of education with relevant sciences Lifelong Education **KLP 3 MATERIALS:** **PSH'S RELATIONSHIP WITH OTHER SCIENCES**	1. Students are able to describe the pillars of lifelong education. 2. Students are able to describe the relationship with relevant sciences.	1. Pillars of lifelong education 2. Relevant sciences.	- Lecture - Q&A	- Book 1 - Book 3 - Book 4 - Other relevant books	2 x 50 minutes	Experience understanding the pillars of education with relevant sciences
12	Students are able to understand the background and basis of lifelong learning (Ex 6) **KLP 4 MATERIALS:** **LEARNING PROCESS IN PSH**	1. Students are able to describe the background of . 2. Students are able to describe the basis of lifelong learning	1. Background on lifelong learning. 2. The basis of lifelong learning.	- Lecture - Q&A	- Book 1 - Book 3 - Book 4 - Other relevant books	2 x 50 minutes	Experience understanding the background and basis of lifelong learning

13	Students are able to understand the background of the concept and definition of lifelong learning **KLP 5 MATERIALS:** **PSH LEARNING CHARACTERISTICS**	1. Students are able to describe the concept of lifelong learning. 2. Students are able to describe the definition of lifelong learning	1. The concept of lifelong learning 2. Definition of lifelong learning	- Lecture - Q&A	- Book 1 - Book 3 - Book 4 - Other relevant books	2 x 50 minutes	Experience understanding the background of the concept and definition of lifelong learning
14	Students are able to understand the characteristics and paradigm of lifelong learning	1. Students are able to describe the characteristics of lifelong learning. 2. Students are able to describe the paradigm of lifelong learning	1. Characteristics of lifelong learning. 2. Paradigm of lifelong learning.	- Lecture - Q&A	- Book 1 - Book 3 - Book 4 - Other relevant books	2 x 50 minutes	Experience understanding the characteristics and paradigm of lifelong learning
15	Students are able to understand lifelong learning materials and programs (Ex 9) **MATERIAL 6:** **PSH LEARNING CONTENT OR COMPONENTS**	1. Students are able to describe about lifelong learning materials. 2. Students are able to describe lifelong learning programs	1. Lifelong learning materials. 2. Lifelong learning programs	- Lecture - Q&A	- Book 1 - Book 2 - Other relevant books	2 x 50 minutes	Experience in understanding lifelong learning materials and programs
16	Students are able to understand about learners/WB and processes in improving lifelong learning. **Material 7:**	1. Students are able to describe about lifelong learning learners. 2. Students are able to describe the lifelong learning process	1. Materials on lifelong learning learners/WB. 2. Material about the lifelong learning process	- Lecture - Q&A - Discussion	- Book 1 - Book 2 - Other relevant books	2 x 50 minutes	Experience understanding of learners/WB and processes in enhancing lifelong learning.

	LIFELONG LEARNING EVALUATION						
	END OF SEMESTER EXAM						

B. ASSESSMENT GRID

Indicator	**Assessment**			
	Strategy	**Shape**	**Instrument**	**Assessment criteria (%)**
1. Students are able to describe the historical background of lifelong education. 2. Students are able to describe the concept of lifelong education	Written Test	*Multiple* Choice	Attached	Students pass if they can answer multiple choice questions correctly by 75%.
1. Students are able to describe the definition of lifelong education 2. Students are able to describe the principles of lifelong education	Oral Test	Discussion-Question	Attached	Students pass if they mention and explain about the definition, principles of lifelong education reaches 75%.
1. Students are able to describe Authenticity of lifelong education. 2. Students are able to describe the key elements of lifelong education	Oral Test	Discussion-Question	Attached	Students pass if they can answer the Authenticity of lifelong education, describe the key elements of lifelong education reaches 75%.
Students are able to describe the meaning and nature of lifelong education	Oral Test	Discussion-Question	Attached	Students pass if they can provide answers about the meaning and nature of lifelong education reaching 75%.
Students are able to describe the review of lifelong education needs	Oral Test	Discussion-Question	Attached	Students pass the course if they are able to provide oral answers to the review of lifelong education needs by 75%.

Students are able to describe the implications of the principle of lifelong education	Oral Test	Discussion-Question	Attached	Students pass if they can provide answers about the implications of the principle of lifelong education orally reaching 75%.
Students are able to describe the dimensions of adult attitudes and behaviors according to lifelong education.	Oral Test	Discussion-Question	Attached	Students pass if they can provide answers about the description of the concept of informal education orally reaching 75%.
Students are able to describe lifelong education strategies	Oral Test	Discussion-Question	Attached	Students pass the course if they can provide answers about lifelong education strategies orally reaching 75%.
1. Students are able to describe the pillars of lifelong education. 2. Students are able to describe the relationship with relevant sciences.	Oral Test	Discussion-Question	Attached	Students pass the course if they can verbally answer 75% of the questions about pillars and relevant sciences.
1. Students are able to describe the background of . 2. Students are able to describe the basis of lifelong learning	Written Test	*Multiple* Choice	Attached	Students pass if they can provide answers to the basics of lifelong learning in writing and the correct answer reaches 75%.
1. Students are able to describe the concept of lifelong learning. 2. Students are able to describe the definition of lifelong learning	Oral Test	Discussion-Question	Attached	Students pass if they can give oral answers to concepts and definitions by 75%.
1. Students are able to describe the characteristics of lifelong learning. 2. Students are able to describe the paradigm of lifelong learning	Oral Test	Discussion-Question	Attached	Students pass if they can provide characteristic and paradigm answers orally by 75%.
1. Students are able to describe about lifelong learning materials. 2. Students are able to describe lifelong learning programs	Oral Test	Discussion-Question	Attached	Students pass if they can provide answers to lifelong learning materials orally reaching 75%.

1. Students are able to describe about lifelong learning learners. 2. Students are able to describe the lifelong learning process	Oral Test	Discussion-Question	Attached	Students pass if they can provide answers to the lifelong learning process orally reaching 75%.

Surabaya, August 28, 2023

Head of the PLS Department

Lecturer,

Dr. Rivo Nugroho, M.Pd.

Dr. Heryanto Susilo, M.Pd.
Desika Putri M, S.Pd., M.Pd.

Appendix 1: Written Response or Case Study or Project Rubric

Assessment aspect	SCORE			
	Good (4)	Enough (3)	Not enough (2)	Very less (1)

Assessment aspect	SCORE			
	Good (4)	**Enough (3)**	**Not enough (2)**	**Very less (1)**

Mapping Programme Learning Outcomes (PLO's) with Course Learning Outcomes (CLOs)

Table 2.2.2.1 Program Learning Outcomes of UPNFE

ASPECTS	PLO	PLO CODE	CODE
KNOWLEDGE	Mastering the basic concepts of Non-Formal Education to manage non-formal education programs	PLO 1	KN-1
	Mastering community empowerment techniques to plan and implement them in non-formal education programs	PLO 2	KN-2
	Mastering the process of planning, implementation, and evaluation of non-formal education programs	PLO 3	KN-3
SPECIAL COMPETENCIES	Capable of designing and implementing Andragogy-based learning in Non-Formal Education and Community Education	PLO 4	SC-1
	Capable of empowering communities and applying social entrepreneurship in managing non-formal education institution units	PLO 5	SC-2
GENERAL COMPETENCIES	Capable of communicating effectively both in written and oral form in accordance with academic values, norms, and ethics	PLO 6	GC-1
	Capable of utilizing technology and information in problem-solving efforts within their field of expertise	PLO 7	GC-2
ATTITUDE AND SOCIAL	Capable of demonstrating responsibility and collaborative attitude in accordance with professional norms and ethics	PLO 8	AT-1
	Capable of internalizing entrepreneurial spirit creatively and innovatively	PLO 9	AT-2

Note:
KN: Knowledge
SC: SpecialCompetencies
GC: General Competencies
AT: Attitudes & Social

a. Expected Learning Outcomes of Life Long Education Mapping PLO and CLO

PLO 1. Mastering the basic concepts of Non-Formal Education to manage non-formal education programs

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

PLO 4. Able to design and implement andragogy-based learning in Non-Formal Eduaction and community education

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.

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.

CLO3: Mastering 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.

CLO 4. Able to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.

b. Mapping PLO and CLO in Inclusive Education Course

CLO	PLO										
	1	2	3	4	5	6	7	8	9	10	11
1	√										
2			√								
3				√							
4				√							
5											
6											

B. Course Assessment

1. Assessment Rubrics

Attitudes/Affective Domain

In this domain, we evaluated students' participation in classroom in term of their communication skills and responsibility. The rubric that was used in this course isas follows:

Criteria	**Score (*SA*)**

a. Knowledge/Cognitive Domain

b. Skills/Psychomotor Domain

1. Universitas Negeri Surabaya's Assessment System

University students are considered to be competent and pass if at least get 40% of the maximum finalgrade. The final grade (NA) is calculated based on the following weight:

Assessment Components	**PercentageC ontribution**
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-semester test	20%
Final semester test	30%
Total	**100 %**

The final grade (NA) category according to the Universitas Negeri Surabaya Academic Regulation, thatis:

NAInterval (out of 100)	**Grade Point**	**Lettr Grade**
85 ≤ NA ≤ 100	4.00	A
80 ≤ NA < 85	3.75	A-
75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	B
65 ≤ NA < 70	2.75	B-
60 ≤ NA < 65	2.50	C

55 ≤ NA < 60	2.00	C
40 ≤ NA < 55	1.00	D

ASSESMENT OF PROGRAM LEARNING OUTCOMES (PLO)

COURSE	:	Life Long Education
CREDIT	:	2
STUDY PROGRAM	:	Undergraduate of Non-Formal Education
PERIOD	:	2023/2024 (1)
CIASS	:	2023 A
PARTICIPANTS	:	28

PROGRAM LEARNING OUTCOMES

PLO 1. Mastering the basic concepts of Non-Formal Education to manage non-formal education programs

PLO 3. Master the process of planning, implementing, and evaluating Non-formal education and community education

PLO 4. Able to design and implement andragogy-nbased learning in Nonformal education and community education

COURSE LEARNING OUTCOMES

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.

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: Mastering 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.

CLO 4: ble to manage Non-formal Education programs based on devotion, independence, and social entrepreneurship.

CLO-PLO CORRELATION

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	V								
CLO2			V						
CLO3				V					
CLO4				V					

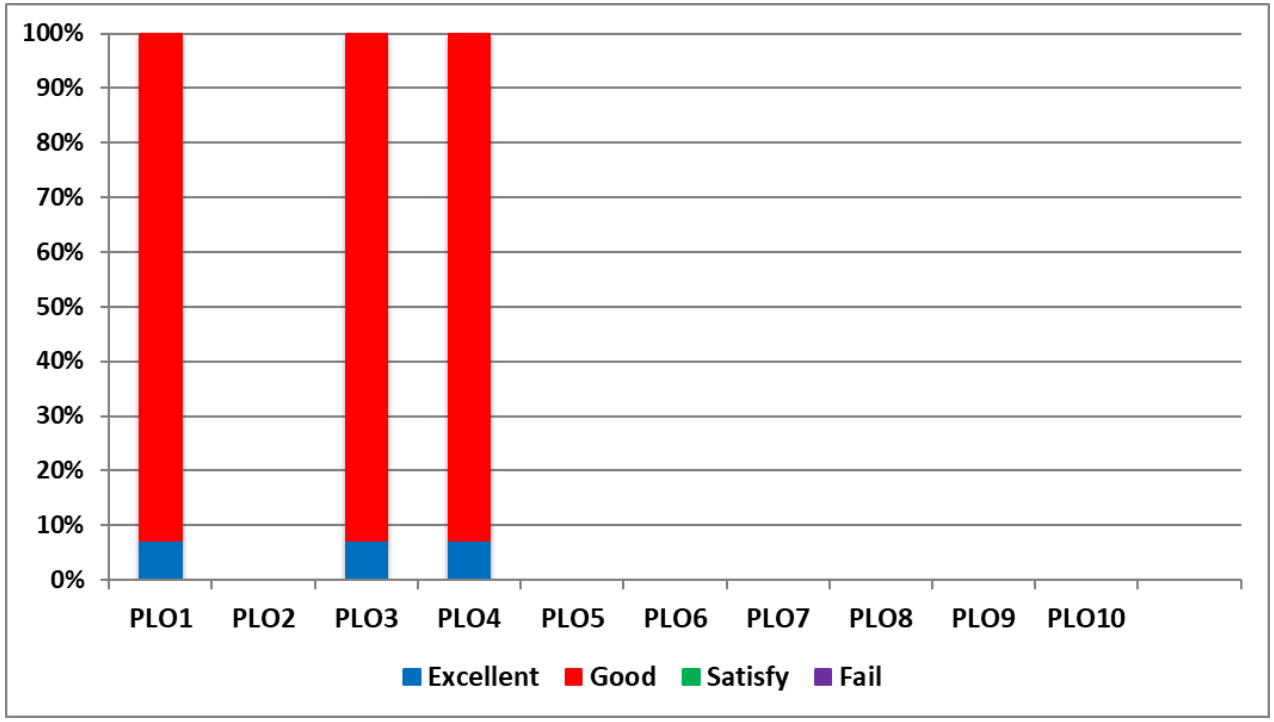
ASSESMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	Participation, Assignment, Mid-semester test, Final semester test								
CLO2			Participation, Assignment, Mid-semester test, Final semester test						

CLO3				Participation, Assignment, Mid-semester test, Final semester test					
CLO4				Participation, Assignment, Mid-semester test, Final semester test					

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
Excellent	7%		7%	7%					
Good	93%		93%	93%					
Satisfy	0%		0%	0%					
Fail	0%		0%	0%					


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
PLO1
PLO2
PLO3
PLO4
PLO5
PLO6
PLO7
PLO8
PLO9
PLO10
Excellent
Good
Satisfy
Fail

C. Course Evaluation and Development

1. APPENDICES
Appendix 1
Students
Assignment Rubric

Grading Criteria for Assignment

Aspect	SCORE			
	Good (4)	**Fair (3)**	**Not Good (2)**	**Bad (1)**
Organization of responses	Responses are logically organized, coherent and answer all instructions	Responses are organized logically, answering all instructions even though they are not yet coherent	Responses are not well organized but answer all instructions	Responses are not well organized and have not answered all instructions
Retention of content	Understanding of the content is shown by appropriate responses to all questions in depth	Understanding of the content is shown by appropriate responses to all questions even though it is not yet deep	Limited understanding of the content is indicated by inappropriate responses to some questions	Limited understanding of the content is indicated by inappropriate responses to all questions
Clarity in delivery of responses	Responses are clear and effective and easy to understand	Responses are clear and easy to understand	The response is quite clear although difficult to understand	Responses are unclear and difficult to understand
Literature review	Responses generally refer to relevant Concept/Theory Exploration and refer to other relevant reference sources	Responses generally refer to relevant Concept/Theory Exploration	Responses only partiallyrefer to the relevant Concept/Theory Exploration	Responses do not refer torelevant Concept/TheoryExploration
Individual work ethic	Complete assignments on time and actively discuss with lecturers in the process of completing assignments	Complete assignments on time	Delay in completing assignments in short periods	Late in completing assignments for a long period without notification

Score: Full Score/20

Grading Criteria for Presentation

No	Assesment Aspect	Criteria	Scor
1	Presentation Systematics	Presentation material is presented coherently and systematically	4
		Presentation material is presented coherently but less systematically	3
		Presentation material is presented less coherently and unsystematically	2
		Presentation material is presented in an incoherent and unsystematic manner.	1
2	The use of language	The language used is very easy to understand	4
		The language used is quite easy to understand	3
		The language used is somewhat difficult to understand	2
		The language used is very difficult to understand	1
3	Accuracy of intonation and clarity of articulation	Delivery of material is presented with proper intonation and clear articulation / memorization	4
		Delivery of material is presented with somewhat precise intonation and somewhat clear articulation / memorization	3
		Delivery of material is presented with less precise intonation and less clear articulation / memorization	2
		Delivery of material is presented with inappropriate intonation and unclear articulation/memorization.	1
4	Ability to defend and respond to questions or rebuttals	Very less able to defend and respond to questions	4
		Able to defend and respond to questions/rebuttals fairly well	3
		Less able to defend and respond to questions or rebuttals well	2
		Very less able to defend and respond to questions	1

2. Appendix 2

3. Course Activities Records Sample of Students'Attendance

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

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PRESENSI KULIAH

Periode 2023/2024 Gasal

Mata Kuliah : **Pendidikan Sepanjang Hayat**
Kelas : 2023A
Prodi : S1 Pendidikan Luar Sekolah

Dosen : Heryanto Susilo, S.Pd., M.Pd.
Desika Putri Mardiani, M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			31 Aug 23	07 Sep 23	14 Sep 23	21 Sep 23	28 Sep 23	05 Oct 23	12 Oct 23	19 Oct 23	26 Oct 23	02 Nov 23	09 Nov 23	16 Nov 23	23 Nov 23	30 Nov 23	07 Dec 23		
1.	23010034004	ALIFIA NADIA PRATIWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
2.	23010034008	EXSYA MAKOU HERDIMAWAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
3.	23010034019	ADINDA PUTRI SELASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
4.	23010034021	BERLIAN ANANDA SUJATMIKO	H	H	H	H	H	H	I	H	H	H	H	H	H	H	H		93.8 %
5.	23010034030	HARDINI DWI PUSPITA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
6.	23010034033	KHARISMA NUR NAURA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
7.	23010034039	RIZKY ZHAFAR BARIQ WAHYUTOMO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
8.	23010034053	YUNIAR PUTRI PRAMESWARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
9.	23010034055	RIVA PATRICIA PUTRI IMAMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
10.	23010034056	FADHILLAH RAMADHANI PUTRI LEGAWA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
11.	23010034057	AMELIA INDAH PRAMESTY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
12.	23010034058	EMILIYA PUTRI SALSABILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
13.	23010034070	R. MUHAMMAD REIHAN RAHMATULLAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
14.	23010034071	SHASKIA OLIVIA RAKHMAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
15.	23010034083	ANJANI MILLATI SALSABILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
16.	23010034084	AVICENA AL RASES IBNU ABDULLAH	H	H	H	H	H	S	H	H	H	H	H	H	H	H	H		93.8 %
17.	23010034091	MARYELA FEBRINA LASNIROHA SIMAMORA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
18.	23010034099	ALEXANDER OKTAVIANUS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
19.	23010034106	OKTA PUSPITASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
20.	23010034110	DZAWIS SAJAYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
21.	23010034115	PUSPA AYU ARIYANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
22.	23010034119	FADILA NURHAMIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
23.	23010034122	FIRDA RAHMATULLAILI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
24.	23010034128	ANISAH MARSHANDA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
25.	23010034132	PUPUT NABILAKHUL NATALIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
26.	23010034140	VIO AZREIN SEPTIYOSA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
27.	23010034142	LIRA RIFANI YUNIAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
28.	23010034152	PUTRI SYIFA'	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
Tanda Tangan Dosen / Asisten																			

3. Appendix 2

4. Course Log Book

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Pendidikan Sepanjang Hayat **Dosen** : DESIKA PUTRI MARDIANI ()
HERYANTO SUSILO
(198105132008121002)

Kelas : 2023B

Jadwal & Ruang : O1.03.03 (10.20 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	**29-08-2023**	Pertemuan ke 1	Memahami Latar Belakang, Dan Konsep Pendidikan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
2	**05-09-2023**	Pertemuan ke 2	Memahami Definisi Dan Prinsip-Prinsip Pendidikan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
3	**12-09-2023**	Pertemuan ke 3	Memahami Keaslian Dan Elemen Kunci Pendidikan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
4	**19-09-2023**	Pertemuan ke 4	Memahami Makna Dan Hakekat Pendidikan Seumur Hidup	40	Terjadwal	Desika Putri Mardiani
5	**26-09-2023**	Pertemuan ke 5	Memahami Tinjauan Kebutuhan Pendidikan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
6	**03-10-2023**	Pertemuan ke 6	Memahami Tentang Implikasi Azas Pendidkan Seumur Hidup	41	Terjadwal	Desika Putri Mardiani
7	**10-10-2023**	Pertemuan ke 7	Memahami Tentang Dimensi Sikap Dan Perilaku Mendewasa Menurut Pendidikan Seumur Hidup	41	Terjadwal	Desika Putri Mardiani
8	**17-10-2023**	Pertemuan ke 8	Memahami Tentang Strategi Pendidikan Seumur Hidup	41	Terjadwal	Desika Putri Mardiani
9	**24-10-2023**	Pertemuan ke 9	Uts	41	Terjadwal	Desika Putri Mardiani
10	**31-10-2023**	Pertemuan ke 10	Memahami Pilar Pendidikan Dengan Ilmu-Ilmu Yang Relevan Pendidikan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
11	**07-11-2023**	Pertemuan ke 11	Memahami Latar Belakang Dan Dasar Pembalajaraan Sepanjang Hayat	40	Terjadwal	Desika Putri Mardiani
12	**14-11-2023**	Pertemuan ke 12	Memahami Latar Belakang Konsep Dan Definisi Pembelajaraan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
13	**21-11-2023**	Pertemuan ke 13	Memahami Karakteristik Dan Paradigma Pembelajaraan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
14	**28-11-2023**	Pertemuan ke 14	Memahami Materi Dan Program Pembelajaraan Sepanjang Hayat	41	Terjadwal	Desika Putri Mardiani
15	**05-12-2023**	Pertemuan ke 15	Memahami Tentang Peserta Didik/Wb Dan Proses Dalam Meningkatkan Pembelajaraan Sepanjang Hayat.	38	Terjadwal	Desika Putri Mardiani

4. Sample of Test (Middle & Final Semester Test)

5.

FINAL EXAM PAPER

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
PROGRAM STUDI S1 PENDIDIKAN LUAR SEKOLAH
Kampus Unesa 2, Jalan Kampus Unesa Lidah, Lidah Wetan, Surabaya 60213
Telepon: +6231 – 7532160,
Laman: https://pls.fip.unesa.ac.id, email : pendidikanluarsekolah@unesa.ac.id

UJIAN AKHIR SEMESTER GASAL
TAHUN AKADEMIK 2023-2024

Mata Kuliah	: **Pendidikan Sepanjang Hayat**
Program Studi	: **PLS/S-1**
Hari/ Tanggal	: Rabu, 20 Desember 2023
Pukul	: 07.00 s.d 08.40 WIB
Angkatan/Kelas	: **2022/A/B/C/D**
Dosen Pengampu	: **Dr. Heryanto Susilo, M.Pd.**
	Desika Putri Mardiani, M.Pd.

A. Petunjuk mengerjakan

1. Tulis Identitas Saudara pada lembar jawaban yang telah Saudara siapkan! Dengan cara: Tuliskan: UAS MK_Kelas_NIM_Nama
2. Jawaban di tulis memggunakan Bolpoin warna hitam pada kertas folio bergaris
3. Sifat **Close Book**

B. Soal

1. Sepanjang kehidupan manusia merupakan proses belajar yang menghasilkan beragam *skill* untuk mempertahankan eksistensinya. Jelaskan 3 jenis kecakapan hidup bagi pengembangan wawasan dan nilai belajar sepanjang hayat menurut Longworth dan Davies (1996)!

2. Sebuah proses belajar sepanjang hayat diawali dengan motivasi yang kemudian menjadi pengalaman belajar yang sangat berguna di masa depan. Menurut anda, bagaimana agar proses belajar sepanjang hayat memiliki standar mutu yang baik?

3. Salah satu tujuan PSH adalah menuju masyarakat yang berbasis pengetahuan (*knowledge-based society*), namun terdapat faktor ketidakstabilan masyarakat yang menyebabkan tujuan tersebut tidak selamanya berjalan lancar. Jelaskan pendapat saudara mengenai apa saja yang menyebabkan masyarakat selalu dalam kondisi tidak stabil?

4. Jelaskan yang termasuk pilar-pilar yang mendukung masyarakat berbasis pengetahuan (*knowledge-based society*)!

5. Belajar merupakan sebuah naluri bagi setiap manusia. Jelaskan ciri dan perilaku manusia pembelajar yang digagas oleh Knowles!

~~~ SELAMAT MENGERJAKAN ~~~

#SATULANGKAHDIDEPAN

5. Appendix 2
6. Sample of Students' Answer to Middle and Final-Semester Test
7.

Sample of Students' Answer to Middle Exam Paper

KEMENTERIAN PENDIDIKAN KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS ILMU PENDIDIKAN
JURUSAN PENDIDIKAN LUAR SEKOLAH

Kampus Ketintang
Jalan Ketintang Wiyata, Surabaya 60231
Telepon: (031) 7532160
Fax. (031) 7532112

NAMA : RIVA PATRICIA PUTRI IMAMI
NIM : 23010034055

UJIAN TENGAH SEMESTER MATA KULIAH PENDIDIKAN SEPANJANG HAYAT ANGKATAN 2023

1. Setiap manusia diberikan kesempatan untuk belajar sejak dari lahir sampai ke liang lahat, bahkan dikatakan bahwa proses belajar dimulai bahkan sejak dari dalam kandungan. Melalui berbagai macam proses kehidupan, manusia belajar tentang banyak hal. Jelaskan menurut analisis anda tentang 10 daftar kecakapan hidup yang dimiliki seseorang yang menerapkan *life long learning*!
   - Berpikir kritis
   - Selalu ingin belajar dan mengetahui hal yang baru
   - Memiliki grow mindset atau pemikiran yang berkembang
   - Berpikir kreatif
   - Berani mengambil resiko dalam setiap perbuatannya
   - Memiliki jiwa yang disiplin
   - Berani bersaing untuk keberhasilan
   - Bersikap objektif
   - Dalam hal belajar tidak mempunyai Batasan usia karena individu tersebut menerapkan life long learning
   - Bersikap terbuka dan dapat menerima pendapat dari orag lain
2. Dalam pelaksanaan Pendidikan Sepanjang Hayat, diperlukan indikator-indikator tertentu agar terbentuk sebuah proses PSH yang maksimal dan sesuai dengan harapan. Jelaskan masing-masing indikator mutu PSH tersebut menurut bahasa dan pemahaman anda masing-masing!

   Agar terbentuk sebuah proses PSH yang maksimal maka bisa dimulai dulu dari sumber daya manusianya terlebih dahulu apabila SDM nya tidak berkompeten dan tidak maksimal maka tidak bisa tercipta PSH yang maksimal dan sesuai yang diharapkan, juga ada dukungan sarpras yang bisa mendukung kegiatan PSH dan kita juga bisa memanfaatkan perkembangan IPTEK yang sudah semakin canggih.

3. Berdasarkan hasil analisis pelaksanaan pendidikan sepanjang hayat yang telah anda laksanakan di lingkungan domisili anda, bagaimanakah syarat agar terbentuk sebuah proses yang dinamakan Pendidikan Sepanjang Hayat?
    - Sumber daya manusia yang mendukung
    - Adanya dukungan dan motivasi dari masyarakat
    - Dukungan sarpras
    - Adanya kesempatan dan edukasi
4. Berikan ulasanmu mengenai tinjauan sosiologi, tinjauan ekonomi, dan tinjauan teknologi pendidikan sepanjang hayat!
    - Tinjauan sosiologi
      Tinjauan ini erat kaitannya dengan masyarakat bahwa PSH bisa menjadi alat untuk setiap individu bagaimana cara hidup bersama yang baik karena sejatinya tujuan hidup seseorang adalah saling membutuhkan dengan demikian setiap individu akan memiliki kesamaan kepentingan.
    - Tinjauan ekonomi
      Tinjauan ekonomi PSH merupakan salah satu bentuk investasi atau aset sumber daya manusia berarti setiap individu memiliki harapan untuk hidup lebih positif dan menghasilkan
    - Tinjauan teknologi
      Dengan perkembangan IPTEK yang semakin maju ini, PSH mengajak setiap individu untuk kea rah yang lebih baik contohnya dalam hal pengetahuan, sikap, keterampilan dan lain sebagainya.
5. Syarat utama pendidikan sepanjang hayat adalah adanya motivasi Masyarakat, adanya kesempatan dan juga edukabilitas. Jelaskan masing-masing komponen tersebut!
    - Adanya motivasi masyarakat
      Tanpa adanya motivasi dari masyarakat PSH tidak akan bisa berjalan dengan baik karena masyarakat merupakan salah satu komponen penting dalam terlaksananya kegiatan pendidikan sepanjang hayat
    - Kesempatan dan juga edukabilitas
      Kesempatan belajar harus dimiliki oleh setiap individu tanpa adanyabatasan usia dan tanpa memandang stasus sosial individu tersebut. Dan pada setiap individu

Sample of Students' Answer to Final Exam Paper

Nama	: Arika Dyah Kusuma Wardhani
NIM	: 2301039077
Jurusan/Program	: Pendidikan Luar Sekolah
Angkatan	: 2023 D
Mata Kuliah	: Pendidikan Sepanjang Hayat
Dosen	: Dr. Heryanto Susilo, M.Pd.
	Derika Putri Mardiani M.Pd.

1. 3 jenis kecakapan hidup bagi pengembangan wawasan dan nilai belajar sepanjang hayat menurut Longworth dan Davias (1996)!
   1. Kecakapan hidup pribadi yang biasanya meliputi kemampuan untuk mengelola emosi, mempertahankan mental dan fisik, serta cara mengatasi tantangan.
   2. Kecakapan hidup Antarpersonal yang melibatkan kemampuan bekerja sama dan berkomunikasi dengan orang lain.
   3. Kecakapan hidup Sosial yang meliputi kemampuan berrosialisasi dengan masyarakat, beradaptasi dengan lingkungan masyarakat dan kemampuan untuk dapat memahami dinamika sosial.

2. Menurut saya agar proses pendidikan sepanjang hayat memiliki standar mutu yang baik. ada beberapa cara yang dapat dilakukan:
   a. Menetapkan niat dan tujuan kita pada pendidikan sepanjang hayat.
   b. Menumbuhkan motivasi belajar dalam pendidikan sepanjang hayat. Karena motivasi sangat penting agar kita dapat terus giat untuk mencapai tujuan kita.
   c. Memanage waktu yang baik untuk menentukan jadwal belajar.
   d. Menggunakan metode belajar yang baik.

3. Beberapa faktor yang mempengaruhi kondisi masyarakat menjadi tidak stabil adalah:
   - Perubahan pola perilaku masyarakat itu sendiri
   - Perubahan teknologi dan globalisasi yang dapat membuat beberapa masyarakat mengalami culture shock
   - Ketidakstabilan ekonomi masyarakat.

4. Pilar-pilar tersebut adalah sebagai berikut:
   1. Penegakan iman dan takwa. Karena penegakan iman dan takwa adalah dasar agama yang selalu menjadi latar belakang masyarakat berbasis pengetahuan (knowledge-based society)
   2. Pereknomian yang adil yang dapat memberi peluang untuk mengembangkan diri.
   3. Pertahanan dan keamanan yang memastikan ketertahanan dan keamanan masyarakat dari ancaman dalam berbagai macam ancaman.
   4. Pendidikan dan kebebasan yang memastikan akses yang adil kepada sumberdaya pengetahuan dan teknologi.

CS Dipindai dengan CamScanner

5. ciri dan perilaku manusia yang digagas oleh Knowles adalah sbg berikut:

1. Pengalaman (experience) adalah proses pembelajaran yang dilakukan atau diterima setelah melakukan kegiatannya secara langsung
2. Pembelajaran adalah proses belajar yang dilakukan melalui dan melibatkan pengalaman, pengorganisasian dan komunikasi dari pengetahuan yang baru.
3. Pengalaman (practice) adalah proses pembelajaran melalui pelatihan dan penerapan pengetahuan
4. Kontruks adalah proces belajar yang melibatkan penerapan pengalamandan teori yang ada.

CS Dipindai dengan CamScanner

1. Appendix 2
2. Sample of Students'Assignment
3.

BAB I

PENDAHULUAN

1.1 Latar Belakang

Pendidikan pada dasarnya memiliki tujuan untuk menjadikan seorang manusia mengerti akan pentingnya tanggung jawab, menjadi manusia yang baik, mengerti keadaan sekitar, mengabdi pada bangsa dan negara, dan tentu bertakwa kepada Tuhan Yang Maha Esa. Melalui proses pembelajaran dan pendidikan yang dijalani oleh peserta didik dalam upaya mencapai tujuan pendidikan di satu sisi, dan di sisi yang lain yaitu kegiatan yang diupayakan oleh pendidik agar kegiatan tersebut berlangsung dalam interaksi antar-komponen peserta didik dan pendidik (Wahyumiani, 2023).

Dalam (Sariani, 2023) menyebutkan bahwa Ahli pendidikan seperti John Dewey, William Heard Kilpatrick yang merupakan kaum pragmatik mengecam praktek pendidikan di sekolah yang diselenggarakan dalam zamannya karena di sekolah berlangsung dehumanisasi, proses pengikisan martabat kemanusiaan. Sekolah terasing dari kehidupan nyata. Pola hubungan guru dengan murid otoriter, sehingga kurang berlangsung perkembangan individu secara optimal.

Memasuki dunia pendidikan tentu ada proses yang merujuk pada latar belakang pendidikan tersebut, terutama pada pendidikan sepanjang hayat. Belajar dalam konsepsi belajar sepanjang hayat merupakan suatu kebutuhan. Dengan adanya alasan kebutuhan setiap individu akan mendorong dirinya untuk belajar (*learning to learn*) sehingga dapat mempelajari dan merespon secara cerdas pengetahuan-pengetahuan yang secara eksponsial terus meningkat dan berubah sesuai kebutuhan perkembangan masyarakat dalam kehidupan (Ali, 2007)

Menurut Taqiyuddin pendidikan sepanjang hayat kerap digunakan secara bergantian dengan istilah belajar sepanjang hayat (*life long learning*). Sebenarnya, antara pendidikan sepanjang hayat dan belajar sepanjang hayat itu berbeda. Belajar sepanjang hayat dapat dimaknai "*...the habbit of continuously learning throughout life, a made of behavior.*" Dengan demikian, bila pendidikan sepanjang hayat lebih terfokus pada faktor ekstrinsik (luar), maka belajar sepanjang hayat lebih terfokus pada faktor-fsktor intrinsic

4. Appendix 2

Students Assessment Dataset in 2023/2024 Academic Year

UNDERGRADUATE OF NON FORMAL EDUCATION
STUDENT ASSESSMENT DATASET
SUBJECT: LIFE LONG EDUCATION
Kelas : 2023A
ACADEMIC YEAR : 2023/2024

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon :+6231-99424932
Faksimile :+6231-99424932
e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH
Periode 2023/2024 Gasal

Mata Kuliah : **Pendidikan Sepanjang Hayat**
Kelas : 2023A
Prodi : S1 Pendidikan Luar Sekolah

Dosen : Heryanto Susilo, S.Pd., M.Pd.
Desika Putri Mardiani, M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			31 Aug 23	07 Sep 23	14 Sep 23	21 Sep 23	28 Sep 23	05 Oct 23	12 Oct 23	19 Oct 23	26 Oct 23	02 Nov 23	09 Nov 23	16 Nov 23	23 Nov 23	30 Nov 23	07 Dec 23		
1.	23010034004	ALIFIA NADIA PRATIWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
2.	23010034008	EXSYA MAKOU HERDIMAWAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
3.	23010034019	ADINDA PUTRI SELASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
4.	23010034021	BERLIAN ANANDA SUJATMIKO	H	H	H	H	H	H	I	H	H	H	H	H	H	H	H		93.8 %
5.	23010034030	HARDINI DWI PUSPITA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
6.	23010034033	KHARISMA NUR NAURA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
7.	23010034039	RIZKY ZHAFAR BARIQ WAHYUTOMO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
8.	23010034053	YUNIAR PUTRI PRAMESWARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
9.	23010034055	RIVA PATRICIA PUTRI IMAMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
10.	23010034056	FADHILLAH RAMADHANI PUTRI LEGAWA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
11.	23010034057	AMELIA INDAH PRAMESTY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
12.	23010034058	EMILIYA PUTRI SALSABILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
13.	23010034070	R. MUHAMMAD REIHAN RAHMATULLAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
14.	23010034071	SHASKIA OLIVIA RAKHMAN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
15.	23010034083	ANJANI MILLATI SALSABILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
16.	23010034084	AVICENA AL RASES IBNU ABDULLAH	H	H	H	H	H	S	H	H	H	H	H	H	H	H	H		93.8 %
17.	23010034091	MARYELA FEBRINA LASNIROHA SIMAMORA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
18.	23010034099	ALEXANDER OKTAVIANUS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
19.	23010034106	OKTA PUSPITASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
20.	23010034110	DZAWIS SAJAYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
21.	23010034115	PUSPA AYU ARIYANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
22.	23010034119	FADILA NURHAMIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
23.	23010034122	FIRDA RAHMATULLAILI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
24.	23010034128	ANISAH MARSHANDA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
25.	23010034132	PUPUT NABILAKHUL NATALIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
26.	23010034140	VIO AZREIN SEPTIYOSA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
27.	23010034142	LIRA RIFANI YUNIAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
28.	23010034152	PUTRI SYIFA'	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
Tanda Tangan Dosen / Asisten																			