

|  | <b>Universitas Negeri Surabaya</b><br><b>Fakultas Ilmu Sosial dan Ilmu Politik</b><br><b>Program Studi S1 Sosiologi</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                 |       |           | Kode Dokumen              |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------|-----------|---------------------------|-----------------|-----------|-------|-------|-------|--------|----|----|----|--------|--|---|--|--------|--|--|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|---|---|---|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|---|---|---|--|--|--|---|
|                                                                                   | <b>RENCANA PEMBELAJARAN SEMESTER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Rumpun MK                                                                                                                                                                                                                                                                                                         | BOBOT (sks)     |       |           | SEMESTER                  | Tgl Penyusunan  |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| Sosiologi Kependudukan dan Kesehatan                                              | 6920102202                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                   | T=2             | P=0   | ECTS=3.18 | 3                         | 7 Desember 2025 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                   | Koordinator RMK |       |           | Koordinator Program Studi |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                   |                 |       |           | AGUS MACHFUD FAUZI        |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| Model Pembelajaran                                                                | Project Based Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| 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-3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan                                                                                                                |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Analisis pola demografi, dinamika populasi, dan masalah sosial terkait kesehatan, dengan menerapkan teori sosiologi dan epidemiologis.                                                                                                                                                                            |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Menjelaskan perspektif teori, aspek-aspek dan pengukurannya, faktor-faktor yang menyebabkan, serta dampaknya                                                                                                                                                                                                      |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | CPMK - 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Membuat laporan dan presentasi penelitian berbasis proyek yang mengintegrasikan teori sosiologi, data demografi dan kesehatan, serta bukti empiris untuk mengusulkan solusi bagi tantangan kependudukan dan kesehatan                                                                                             |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <table border="1"> <thead> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-2</th> <th>CPL-3</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> |                 |       |           |                           |                 | CPMK      | CPL-1 | CPL-2 | CPL-3 | CPMK-1 | ✓  |    |    | CPMK-2 |  | ✓ |  | CPMK-3 |  |  | ✓ |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | CPL-1                                                                                                                                                                                                                                                                                                             | CPL-2           | CPL-3 |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | CPMK-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ✓                                                                                                                                                                                                                                                                                                                 |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | ✓                                                                                                                                                                                                                                                                                                                 |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                   | ✓               |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | <table border="1"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> <th>7</th> <th>8</th> <th>9</th> <th>10</th> <th>11</th> <th>12</th> <th>13</th> <th>14</th> <th>15</th> <th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>                                                                             |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           | 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                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2                                                                                                                                                                                                                                                                                                                 | 3               | 4     | 5         | 6                         | 7               | 8         | 9     | 10    | 11    | 12     | 13 | 14 | 15 | 16     |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                                                                                                                                                                                                                 | ✓               | ✓     | ✓         |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                   |                 |       |           | ✓                         | ✓               | ✓         |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| CPMK-3                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       | ✓     | ✓     | ✓      |    |    |    | ✓      |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| Deskripsi Singkat MK                                                              | Mata kuliah ini secara komprehensif memberikan pemahaman tentang objek kajian sosiologi kependudukan dan kesehatan baik yang bersifat formal maupun material, perspektif teori dan metode kajian. Setelah itu, mahasiswa diberi pemahaman tentang aspek-aspek kependudukan, mulai dari fertilitas, mortalitas, dan migrasi. Untuk semakin memperkuat pengetahuan, mahasiswa diperkenalkan data-data kependudukan, termasuk penentuan parameter kependudukan dan grand desain pengendalian kuantitas penduduk. Isu terbaru tentang pendidikan kependudukan juga akan dikaji dalam mata kuliah ini. Mahasiswa juga dikenalkan dan diberikan pemahaman tentang model-model perilaku kesehatan; sistem kesehatan, kebijakan, dan liberalisasi kesehatan; isu tentang gender dan kesehatan; kesehatan reproduksi; ras, etnisitas dalam kesehatan; dan relasi dokter, perawat, dan pasien. Pada akhir perkuliahan, mahasiswa dilatih melakukan penelitian sederhana, berikut menyusun laporan dan menseminarkannya. |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                 |       |           |                           |                 |           |       |       |       |        |    |    |    |        |  |   |  |        |  |  |   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |   |   |   |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |   |   |   |  |  |  |   |

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|                | <div>1. Dudley L. Poston,Jr., 2019. Handbook of Population. Cham: Springer Nature.</div> <div>2. Michael J. White. 2016. International Handbook of Migration and Population Distribution. Cham: Springer Nature.</div> <div>3. 3. Ernesto F.L. Amaral. 2018. Theories of Migration. Texas: Texas University.</div> <div>4. 4. Everett S. Lee. 1966. A Theory of Migration. Demography.</div> <div>5. 5. Cedric Audebert and Mohamed Kamel Dorai (eds). 2010. Migration in a Globalised World. New Research Issues and Prospects. Amsterdam: IMISCOE Research, University of Amsterdam</div> <div>6. 6. Gordon F. De Jong and Robert W. Gardner. 1981. Migration Decision Making. Multidisiplinary Approaches to Microlevel Studies in Developed and Developing Countries. New York: Pergamon Press.</div> <div>7. 7. Gatningsih and Eko Sutrisno. 2017. Modul mata kuliah kependudukan dan ketenagakerjaan. Sumedang: IPDN.</div> <div>8. 8. Terence H. Hull. 2006. Masyarakat, Kependudukan, dan Kebijakan di Indonesia. Jakarta: Equinox Publishing.</div> <div>9. 9. Isabelle Albert, Gisela Trommsdorf, Boris Mayer and Beate Schwarz. 2005. Value of Children in Urban and Rural Indonesia: Socio -Demographic Indicators, Cultural Aspects, and Empirical Findings. dalam The value of children in cross-cultural perspective. Case studies from eight societies. Pabst Science Publishers.</div> <div>10. 10. Anne Hyre. 2016. The Mystery of Martenal Mortality in Indonesia. Washington: USAID</div> <div>11. 11. Melvin Ember, Calon L. Ember, and Ian Skoggard (eds). Encyclopedia of Diaspora. Immigrant and Refugee Cultures Around the World. Cham: Springer</div> <div>12. 12. Gregory L. Weiss and Lynne E. Lonnquist. 2015. The Sociology of Health, Healing and Illness. Boston: Pearson Education,Inc.</div> <div>13. 13. William C. Cockerham (eds.). 2010. The new Blackwell companion to medical sociology. Malden,MA: Blackwell Publishing,Ltd. .</div> <div>14. 14. Leiyu Shi and Douglas A. Singh. 2012. Delivering Health Care in America. A. System Approach. Burlington,MA: Jones &amp; Bartlett Learning</div> <div>15. 15. Bogdan M. Kleczkowski, Milton I. Roemer and Albert van der Werff. 1987. National Health System and their reorientation towards health for all. Guidance for policy-making. Geneva: WHO.</div> <div>16. 16. RI. 2012. Peraturan Presiden No 72 tahun 2012 tentang Sistem Kesehatan Nasional. Jakarta: Pemerintah Indonesia</div> <div>17. 17. Bappenas RI. 2022. Buku Putih Reformasi Sistem Kesehatan Nasional RI. Jakarta: Bappenas RI.</div> |  |  |  |  |  |
|                | <div>Pendukung :</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |  |
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| Dosen Pengampu | Drs. Fransiscus Xaverius Sri Sadewo, M.Si.<br>Diyah Utami, S.Sos., M.M.<br>Dr. Refti Handini Listyani, S.Sos., M.Si.<br>Eufrasia Kartika Hanindraputri, M.Sos.<br>Wardatul Adawiah, S.Pd., M.Si.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |  |

| 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 | Menjelaskan obyek kajian sosiologi kependudukan dan kesehatan      | Mahasiswa mampu menjelaskan konsep dasar sosiologi kependudukan & kesehatan       | <b>Kriteria:</b><br>Kuis dengan $\geq 70\%$ jawaban benar<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Diskusi kelas, tanya jawab, membaca literatur<br>2 X 50 |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 1.<br>Dudley L. Poston, Jr., 2019. <i>Handbook of Population.</i> Cham: Springer Nature.<br><hr/> <b>Materi:</b> Bab 1-5<br><b>Pustaka:</b> 8.<br>Terence H. Hull. 2006. <i>Masyarakat, Kependudukan, dan Kebijakan di Indonesia.</i> Jakarta: Equinox Publishing.<br><hr/> <b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 7.<br>Gatiningsih and Eko Sutrisno. 2017. <i>Modul mata kuliah kependudukan dan ketenagakerjaan.</i> Sumedang: IPDN.<br><hr/> <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 8.<br>Terence H. Hull. 2006. <i>Masyarakat, Kependudukan, dan Kebijakan di Indonesia.</i> Jakarta: Equinox Publishing.<br><hr/> <b>Materi:</b> Part 1 Chapter 1<br><b>Pustaka:</b> 2.<br>Michael J. White. 2016. <i>International Handbook of Migration and Population Distribution.</i> Cham: Springer Nature.<br><hr/> <b>Materi:</b> Konsep-konsep kependudukan dan kesehatan<br><b>Pustaka:</b> 12.<br>Gregory L. Weiss and Lynne E. Lonnquist. 2015. <i>The Sociology of Health, Healing and Illness.</i> Boston: Pearson Education, Inc. | 5% |
| 2 | Menganalisis indikator demografi (fertilitas, mortalitas, migrasi) | Mahasiswa dapat menganalisis data demografi dengan teori sosiologi & epidemiologi | <b>Kriteria:</b><br>Analisis relevan & tepat $\geq 75\%$<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif  | Analisis data BPS/WHO, presentasi kelompok<br>3 X 50    |  | <b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 1.<br>Dudley L. Poston, Jr., 2019. <i>Handbook of Population.</i> Cham: Springer Nature.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 5% |

|   |                                                                      |                                                                          |                                                                                                              |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |
|---|----------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 3 | Menilai hubungan pertumbuhan penduduk, urbanisasi, migrasi desa-kota | Jelaskan fertilitas dan pengukurannya, nilai anak dan faktor penyebabnya | <b>Kriteria:</b><br>Minimal 3 poin analisis logis<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Studi kasus, diskusi kelompok<br>2 X 50 | <b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 1.<br>Dudley L. Poston, Jr., 2019. <i>Handbook of Population</i> . Cham: Springer Nature.<br><br><b>Materi:</b> Bab 1-6<br><b>Pustaka:</b> 2.<br>Michael J. White. 2016. <i>International Handbook of Migration and Population Distribution</i> . Cham: Springer Nature.<br><br><b>Materi:</b> all of them<br><b>Pustaka:</b> 3.<br>Ernesto F.L. Amaral. 2018. <i>Theories of Migration</i> . Texas: Texas University.<br><br><b>Materi:</b> All of them<br><b>Pustaka:</b> 4.<br>Everett S. Lee. 1966. <i>A Theory of Migration</i> . Demography.<br><br><b>Materi:</b> Bab 1-4<br><b>Pustaka:</b> 7.<br>Gatiningsih and Eko Sutrisno. 2017. <i>Modul mata kuliah kependudukan dan ketenagakerjaan</i> . Sumedang: IPDN.<br><br><b>Materi:</b> Bab 1-4<br><b>Pustaka:</b> 8.<br>Terence H. Hull. 2006. <i>Masyarakat, Kependudukan, dan Kebijakan di Indonesia</i> . Jakarta: Equinox Publishing. | 5% |
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|---|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 4 | Menjelaskan aspek-aspek kependudukan, mulai dari fertilitas, mortalitas, dan migrasi | Mahasiswa menganalisis fenomena aging population dengan teori transisi demografi | <b>Kriteria:</b><br>Menyajikan ≥2 rekomendasi sosial–kesehatan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Diskusi berbasis literatur<br>3 X 50 | <b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 1.<br><i>Dudley L. Poston, Jr., 2019. Handbook of Population. Cham: Springer Nature.</i><br><hr/> <b>Materi:</b> Bab 1-6<br><b>Pustaka:</b> 2.<br><i>Michael J. White. 2016. International Handbook of Migration and Population Distribution. Cham: Springer Nature.</i><br><hr/> <b>Materi:</b> all of them<br><b>Pustaka:</b> 3.<br><i>Ernesto F.L. Amaral. 2018. Theories of Migration. Texas: Texas University.</i><br><hr/> <b>Materi:</b> All of them<br><b>Pustaka:</b> 4.<br><i>Everett S. Lee. 1966. A Theory of Migration. Demography.</i><br><hr/> <b>Materi:</b> Bab 1-4<br><b>Pustaka:</b> 7.<br><i>Gatiningsih and Eko Sutrisno. 2017. Modul mata kuliah kependudukan dan ketenagakerjaan. Sumedang: IPDN.</i><br><hr/> <b>Materi:</b> Bab 1-4<br><b>Pustaka:</b> 8.<br><i>Terence H. Hull. 2006. Masyarakat, Kependudukan, dan Kebijakan di Indonesia. Jakarta: Equinox Publishing.</i> | 5% |
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|---|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 5 | Mengevaluasi determinan sosial kesehatan | Jelaskan masalah-masalah di balik bonus demografi (kesempatan kerja, pengangguran, manula dan angka ketergantungan dan ketahanan pangan | <b>Kriteria:</b><br>Menyebutkan & menjelaskan $\geq 4$ faktor<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif | Diskusi kasus disparitas kesehatan<br>3 X 50 | <b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 1.<br>Dudley L. Poston, Jr., 2019. <i>Handbook of Population.</i> Cham: Springer Nature.<br><br><b>Materi:</b> Bab 1-6<br><b>Pustaka:</b> 2.<br>Michael J. White. 2016. <i>International Handbook of Migration and Population Distribution.</i> Cham: Springer Nature.<br><br><b>Materi:</b> all of them<br><b>Pustaka:</b> 3.<br>Ernesto F.L. Amaral. 2018. <i>Theories of Migration.</i> Texas: Texas University.<br><br><b>Materi:</b> All of them<br><b>Pustaka:</b> 4.<br>Everett S. Lee. 1966. <i>A Theory of Migration.</i> Demography.<br><br><b>Materi:</b> Bab 1-4<br><b>Pustaka:</b> 7.<br>Gatiningsih and Eko Sutrisno. 2017. <i>Modul mata kuliah kependudukan dan ketenagakerjaan.</i> Sumedang: IPDN.<br><br><b>Materi:</b> Bab 1-4<br><b>Pustaka:</b> 8.<br>Terence H. Hull. 2006. <i>Masyarakat, Kependudukan, dan Kebijakan di Indonesia.</i> Jakarta: Equinox Publishing. | 5% |
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|   |                                                              |                                                                                    |                                                                                                                     |                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |
|---|--------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 6 | Menganalisis sistem kesehatan & program kesehatan masyarakat | Mahasiswa mampu mengevaluasi efektivitas program kesehatan masyarakat              | <b>Kriteria:</b><br>Menyebutkan ≥2 kelebihan & kelemahan<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | Diskusi dan tatap muka<br>3 X 50                  |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 12.<br><i>Gregory L. Weiss and Lynne E. Lonnquist. 2015. The Sociology of Health, Healing and Illness. Boston: Pearson Education, Inc.</i><br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 14.<br><i>Leiyu Shi and Douglas A. Singh. 2012. Delivering Health Care in America. A. System Approach. Burlington, MA: Jones &amp; Bartlett Learning</i><br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 16. <i>RI. 2012. Peraturan Presiden No 72 tahun 2012 tentang Sistem Kesehatan Nasional. Jakarta: Pemerintah Indonesia</i> | 5% |
| 7 | Mampu mengidentifikasi masalah aktual di masyarakat          | Mahasiswa dapat menyusun argumen kritis tentang kebijakan kependudukan & kesehatan | <b>Kriteria:</b><br>Minimal 3 argumen valid berbasis data<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio  | Studi dokumen kebijakan, debat kelompok<br>2 X 50 |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 12.<br><i>Gregory L. Weiss and Lynne E. Lonnquist. 2015. The Sociology of Health, Healing and Illness. Boston: Pearson Education, Inc.</i><br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 14.<br><i>Leiyu Shi and Douglas A. Singh. 2012. Delivering Health Care in America. A. System Approach. Burlington, MA: Jones &amp; Bartlett Learning</i><br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 16. <i>RI. 2012. Peraturan Presiden No 72 tahun 2012 tentang Sistem Kesehatan Nasional. Jakarta: Pemerintah Indonesia</i> | 5% |

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|---|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8 | Menjelaskan model perilaku kesehatan (misalnya Health Belief Model)                                                             | Mahasiswa menghubungkan budaya dengan perilaku kesehatan                                                       | <b>Kriteria:</b><br>Memberi $\geq 2$ contoh nyata dengan analisis logis<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk                      | Observasi mini riset (wawancara kecil)<br>2 X 50 |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 12. Gregory L. Weiss and Lynne E. Lonnquist. 2015. <i>The Sociology of Health, Healing and Illness</i> . Boston: Pearson Education, Inc.<br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 14. Leiyu Shi and Douglas A. Singh. 2012. <i>Delivering Health Care in America</i> . A. System Approach. Burlington, MA: Jones & Bartlett Learning<br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 16. RI. 2012. <i>Peraturan Presiden No 72 tahun 2012 tentang Sistem Kesehatan Nasional</i> . Jakarta: Pemerintah Indonesia | 15% |
| 9 | 1. Menganalisis relasi dokter, perawat dan pasien dalam institusi kesehatan<br>2. Menganalisis elemen Sistem Kesehatan Nasional | 1. Menganalisis konsep sehat dan sakit, serta fungsi sehat<br>2. Menganalisis elemen Sistem Kesehatan Nasional | <b>Kriteria:</b><br>Menjelaskan seluruh konsep dengan runtut, memberi contoh, dan relevan dengan konteks Indonesia<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio | Diskusi dengan Studi Kasus<br>2 X 50             |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 12. Gregory L. Weiss and Lynne E. Lonnquist. 2015. <i>The Sociology of Health, Healing and Illness</i> . Boston: Pearson Education, Inc.<br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 14. Leiyu Shi and Douglas A. Singh. 2012. <i>Delivering Health Care in America</i> . A. System Approach. Burlington, MA: Jones & Bartlett Learning<br><br><b>Materi:</b> Bab 1-2<br><b>Pustaka:</b> 16. RI. 2012. <i>Peraturan Presiden No 72 tahun 2012 tentang Sistem Kesehatan Nasional</i> . Jakarta: Pemerintah Indonesia | 5%  |



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|----|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 10 | Menganalisis globalisasi, perubahan lingkungan, dan pandemi | 1. Proporsal Penelitian tentang Masalah Kependudukan dan Kesehatan<br>2. Mahasiswa mampu melakukan analisis kritis terhadap isu kependudukan & kesehatan melalui pendekatan sosiologi dan mengaplikasikan penelitian sederhana | <b>Kriteria:</b><br>Menyajikan ≥3 implikasi logis<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio                                                                   | Diskusi artikel WHO/UNDP, analisis kasus<br>2 X 50 |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 1. Dudley L. Poston, Jr., 2019. <i>Handbook of Population</i> . Cham: Springer Nature.<br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 13. William C. Cockerham (eds.). 2010. <i>The new Blackwell companion to medical sociology</i> . Malden, MA: Blackwell Publishing, Ltd. . | 5% |
| 11 | Mengevaluasi isu etika dalam riset kependudukan & kesehatan | Mahasiswa menerapkan prinsip etika penelitian dalam simulasi                                                                                                                                                                   | <b>Kriteria:</b><br>Menunjukkan penerapan ≥3 prinsip etika<br><br><b>Bentuk Penilaian :</b><br>Penilaian Portofolio                                                          | Simulasi role-play riset etis<br>2 X 50            |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 1. Dudley L. Poston, Jr., 2019. <i>Handbook of Population</i> . Cham: Springer Nature.<br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 13. William C. Cockerham (eds.). 2010. <i>The new Blackwell companion to medical sociology</i> . Malden, MA: Blackwell Publishing, Ltd. . | 5% |
| 12 | Membuat laporan berbasis proyek                             | Instrumen Penelitian dan Catatan Lapangan                                                                                                                                                                                      | <b>Kriteria:</b><br>≥70% aspek laporan terpenuhi (abstrak, metode, hasil, analisis, simpulan)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Pengolahan data, penyusunan laporan<br>2 X 50      |  | <b>Materi:</b> Bab 1-3<br><b>Pustaka:</b> 1. Dudley L. Poston, Jr., 2019. <i>Handbook of Population</i> . Cham: Springer Nature.<br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 13. William C. Cockerham (eds.). 2010. <i>The new Blackwell companion to medical sociology</i> . Malden, MA: Blackwell Publishing, Ltd. . | 5% |

|    |                               |                                                            |                                                                                                                                                  |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |
|----|-------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 13 | Membuat policy brief/advokasi | Mahasiswa mampu menulis policy brief berbasis data & teori | <p><b>Kriteria:</b><br/>Menyertakan ≥2 rekomendasi kebijakan</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | Latihan menulis policy brief kelompok 2 X 50 | <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 1.<br/><i>Dudley L. Poston, Jr., 2019. Handbook of Population. Cham: Springer Nature.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 2.<br/><i>Michael J. White. 2016. International Handbook of Migration and Population Distribution. Cham: Springer Nature.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 6.<br/><i>Gordon F. De Jong and Robert W. Gardner. 1981. Migration Decision Making. Multidisciplinary Approaches to Microlevel Studies in Developed and Developing Countries. New York: Pergamon Press.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 7.<br/><i>Gatiningsih and Eko Sutrisno. 2017. Modul mata kuliah kependudukan dan ketenagakerjaan. Sumedang: IPDN.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 9.<br/><i>Isabelle Albert, Gisela Trommsdorf, Boris Mayer and Beate Schwarz. 2005. Value of Children in Urban and Rural Indonesia: Socio-Demographic Indicators, Cultural Aspects, and Empirical Findings. dalam The value of children in cross-cultural perspective. Case studies from eight societies. Pabst Science Publishers.</i></p> | 5% |
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|----|-------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 14 | Presentasi hasil proyek | Melakukan pengumpulan data di lapangan | <p><b>Kriteria:</b><br/>≥75% aspek presentasi (isi, data, argumentasi, visualisasi) terpenuhi</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | Presentasi kelompok di kelas<br>2 X 50 | <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 1.<br/><i>Dudley L. Poston, Jr., 2019. Handbook of Population. Cham: Springer Nature.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 2.<br/><i>Michael J. White. 2016. International Handbook of Migration and Population Distribution. Cham: Springer Nature.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 6.<br/><i>Gordon F. De Jong and Robert W. Gardner. 1981. Migration Decision Making. Multidisciplinary Approaches to Microlevel Studies in Developed and Developing Countries. New York: Pergamon Press.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 7.<br/><i>Gatiningsih and Eko Sutrisno. 2017. Modul mata kuliah kependudukan dan ketenagakerjaan. Sumedang: IPDN.</i></p> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 9.<br/><i>Isabelle Albert, Gisela Trommsdorf, Boris Mayer and Beate Schwarz. 2005. Value of Children in Urban and Rural Indonesia: Socio-Demographic Indicators, Cultural Aspects, and Empirical Findings. dalam The value of children in cross-cultural perspective. Case studies from eight societies. Pabst Science Publishers.</i></p> | 5% |
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|----|-----------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 15 | Menyusun laporan penelitian | Mahasiswa mampu mengintegrasikan teori, data, & solusi masalah | <b>Kriteria:</b><br>Skor kuis $\geq 70$<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Diskusi reflektif & kuis akhir<br>2 X 50   | <b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 1.<br><i>Dudley L. Poston, Jr., 2019. Handbook of Population. Cham: Springer Nature.</i><br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 2.<br><i>Michael J. White. 2016. International Handbook of Migration and Population Distribution. Cham: Springer Nature.</i><br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 6.<br><i>Gordon F. De Jong and Robert W. Gardner. 1981. Migration Decision Making. Multidisciplinary Approaches to Microlevel Studies in Developed and Developing Countries. New York: Pergamon Press.</i><br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 7.<br><i>Gatiningsih and Eko Sutrisno. 2017. Modul mata kuliah kependudukan dan ketenagakerjaan. Sumedang: IPDN.</i><br><br><b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 9.<br><i>Isabelle Albert, Gisela Trommsdorf, Boris Mayer and Beate Schwarz. 2005. Value of Children in Urban and Rural Indonesia: Socio-Demographic Indicators, Cultural Aspects, and Empirical Findings. The value of children in cross-cultural perspective. Case studies from eight societies. Pabst Science Publishers.</i> | 5%  |
| 16 | Ujian Akhir Semester (UAS)  | Mahasiswa mampu menjawab soal ujian secara komprehensif        | <b>Kriteria:</b><br>Nilai akhir UAS $\geq 60$ (skala 100)<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil          | Ujian tertulis & take-home essay<br>2 X 50 | <b>Materi:</b> Bab 1-10<br><b>Pustaka:</b> 1.<br><i>Dudley L. Poston, Jr., 2019. Handbook of</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 15% |

|  |  |  |                               |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--|--|--|-------------------------------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  | Project / Penilaian<br>Produk |  |  | <p><i>Population.<br/>Cham: Springer<br/>Nature.</i></p> <hr/> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 2.<br/><i>Michael J. White.<br/>2016.<br/>International<br/>Handbook of<br/>Migration and<br/>Population<br/>Distribution.<br/>Cham: Springer<br/>Nature.</i></p> <hr/> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 6.<br/><i>Gordon F. De<br/>Jong and Robert<br/>W. Gardner.<br/>1981. Migration<br/>Decision Making.<br/>Multidisciplinary<br/>Approaches to<br/>Microlevel<br/>Studies in<br/>Developed and<br/>Developing<br/>Countries. New<br/>York: Pergamon<br/>Press.</i></p> <hr/> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 7.<br/><i>Gatiningsih and<br/>Eko Sutrisno.<br/>2017. Modul<br/>mata kuliah<br/>kependudukan<br/>dan<br/>ketenagakerjaan.<br/>Sumedang:<br/>IPDN.</i></p> <hr/> <p><b>Materi:</b> Bab 1-10<br/><b>Pustaka:</b> 9.<br/><i>Isabelle Albert,<br/>Gisela<br/>Trommsdorf,<br/>Boris Mayer and<br/>Beate Schwarz.<br/>2005. Value of<br/>Children in<br/>Urban and Rural<br/>Indonesia: Socio-<br/>Demographic<br/>Indicators,<br/>Cultural Aspects,<br/>and Empirical<br/>Findings. dalam<br/>The value of<br/>children in cross-<br/>cultural<br/>perspective.<br/>Case studies<br/>from eight<br/>societies. Pabst<br/>Science<br/>Publishers.</i></p> <hr/> <p><b>Materi:</b> Chapter<br/>1-20<br/><b>Pustaka:</b> 11.<br/><i>Melvin Ember,<br/>Calon L. Ember,<br/>and Ian<br/>Skoggard (eds).<br/>Encyclopedia of<br/>Diaspora.<br/>Immigrant and</i></p> |
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#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipatif                     | 30%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50%        |
| 3. | Penilaian Portofolio                       | 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 6 Januari 2024

Koordinator Program Studi S1  
Sosiologi



AGUS MACHFUD FAUZI  
NIDN 0016087608

UPM Program Studi S1  
Sosiologi



NIDN 0024097604

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