SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Socio-Anthropology of Education		7320102129		**T=2**	**P=0**	**ECTS=3.18**	1	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Yohana Wuri Satwika, S.Psi., M.Psi.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

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

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

Short Course Description	This course covers sociology and anthropology as social sciences, studies and dimensions of sociology, anthropological studies and their contribution to the development of Indonesian culture, sociological and anthropological concepts in an educational perspective. Figures and theories of sociological anthropology. The concept of education from the perspective of sociological anthropology, community and cultural education. socio-cultural change in a pluralistic society. modernization and globalization.

References	**Main :**	

1. BUKU RUJUKAN UTAMA : Koentjaraningrat (1980). Sejarah Teori Antropologi II. Jakarta: Rineka Cipta
2. 2. Suhanadji, dkk. (2008). Sosiologi-Antropologi Pendidikan. Surabaya: UNESA University Press. 3. Nasution. (1983). Sosiologi Pendidikan. 4. Sanapiah Faisal. Sosiologi Pendidikan. Mansour Fakih, dkk. (2001). Pendidikan Popular: Membangun Kesadaran Kritis. Yogyakarta: REad. Book. 5. William F. O'neil. (2002). Ideologi-Ideologi Pendidikan. Yogyakarta: Pustaka Pelajar. b . BUKU RUJUKAN PENUNJANG : Soerjono Soekanto. (2002). Sosiologi Suatu Pengantar. Jakarta: RadaGrasindo Persada.
3. Koentjaraningrat. (1990). Pengantar Ilmu Antropologi. Jakarta: Rineka Cipta.
4. 3. Francis Wahono (2001). Kapitalisme Pendidikan. Yogyakarta: Pustaka Pelajar. 4. Eko Prasetyo. (2005). Orang Miskin Dilarang Sekolah. Yogyakarta: Resist 5. Paulo Freire (2004). Pendidikan Berbasis Realitas sosial.

Supporters:	

Supporting lecturer	SUHANADJI Dr. Sjafiatul Mardliyah, S.Sos., M.A.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students are able to understand the scope of educational sociology.	Understand and interpret the scope of educational sociology.		Discussion Lectures 2 X 50			0%
2	Students are able to understand the scope of educational anthropology. Students are able to understand the meaning of education.	Understand and interpret the scope of anthropology. Understand and interpret the meaning of education.		Lecture Discussion 2 X 50			0%
3	Students are able to understand the scope of educational anthropology. Students are able to understand the meaning of education.	Understand and interpret the scope of anthropology. Understand and interpret the meaning of education.		Lecture Discussion 2 X 50			0%
4	Students are able to understand the concept of culture. Students are able to understand and differentiate the dynamics of society and culture.	Understanding and interpreting the concept of culture according to anthropology 1. Explain the process of learning your own culture. 2. Compare and contrast between diffusion, acculturation and innovation.	**Criteria:** adjust to the score	Lecture Discussion 2 X 50			0%
5	Students are able to understand the concept of culture. Students are able to understand and differentiate the dynamics of society and culture.	Understanding and interpreting the concept of culture according to anthropology 1. Explain the process of learning your own culture. 2. Compare and contrast between diffusion, acculturation and innovation.	**Criteria:** adjust to the score	Lecture Discussion 2 X 50			0%
6	Students are able to understand and separate society and school culture.	1. Explain the school community and culture. 2. Show the relationship between school and community. 3. Compare and contrast social norms in learning situations.		Lecture Discussion 2 X 50			0%
7	Students are able to understand and discover the contribution of sociology to the world of education	1. Explain the school system as a formal organization. 2. Shows class activities as a social system. 3. Shows the external environment of the school		Lecture Discussion 2 X 50			0%
8	UTS (Mid Semester Exam)			2 X 50			0%

9	Students are able to understand and discover the contribution of sociology to the world of education. Students are able to understand and prove the relationship between education and stratification.	1. Explain the school system as a formal organization. 2. Shows class activities as a social system. 3. Shows the external environment of the school. 1. Explain social groups as a social environment. 2. Shows the relationship between education level and social group level. 3. Find the relationship between social change, education and modernization. 4. formulate the stages of differentiation.		Lecture Discussion 2 X 50			0%
10	Students are able to understand and discover the contribution of sociology to the world of education. Students are able to understand and prove the relationship between education and stratification.	1. Explain the school system as a formal organization. 2. Shows class activities as a social system. 3. Shows the external environment of the school. 1. Explain social groups as a social environment. 2. Shows the relationship between education level and social group level. 3. Find the relationship between social change, education and modernization. 4. formulate the stages of differentiation.		Lecture Discussion 2 X 50			0%
11	Students are able to understand educational ideology	1. Explain, contrast and show the relationship between conservative, liberal and critical paradigms. 2. Create a basic scheme and structure between paradigms, methodologies and approaches.		Lecture Discussion 2 X 50			0%

No	Sub-PO	Indicators	Form	Time	Criteria	Assessment	%
12	Students are able to understand educational ideology	1. Explain, contrast and show the relationship between conservative, liberal and critical paradigms. 2. Create a basic scheme and structure between paradigms, methodologies and approaches.		Lecture Discussion 2 X 50			0%
13	Students are able to understand the synthesis of education and liberation in society.	1. Understand learning behavior. 2. Categorize educational models that bind and liberate. 3. Designing humanist education.		2 X 50			0%
14	Students are able to analyze and synthesize social reality-based education.	1. Produce a theoretical framework regarding patterns of facing problems in Paulo Freire's education. 2. Design transformative education.		2 X 50			0%
15	Students are able to analyze and synthesize social reality-based education.	1. Produce a theoretical framework regarding patterns of facing problems in Paulo Freire's education. 2. Design transformative education.		2 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.