							Document Code
	Universitas Negeri Surabaya **Faculty of Social Sciences and Law,** **Social Sciences Education Undergraduate Study Program**						

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Multicultural Education	8420703025	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	5	August 28, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Students are able to understand multicultural concepts
	PO - 2 — Students are able to analyze the factors that cause multiculturalism in Indonesia
	PO - 3 — Students are able to analyze the impact of multiculturalism in Indonesia
	PO - 4 — Students are able to differentiate between multiculturalism and multicultural education
	PO - 5 — Students are able to analyze the problems of multicultural education in Indonesia
	PO - 6 — Students are able to identify local potential for multicultural education in the surrounding environment.
	PO - 7 — Students are able to design local potential for multicultural education based on local wisdom in their environment.

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7

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

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

Short Course Description	This course discusses the complex relationship between education and culture. Therefore, multicultural education courses are not just about exploring various cultures in the classroom. But it is also about overcoming injustice, stereotypes, and the ways they filter into our teaching practices. Students will examine the meaning of their cultural paradigms and their impact on the learning environment. Educators will investigate issues such as classroom management, assessment, and aptitude through a cultural prism. By building awareness of multiple perspectives, both participants will understand how to maximize achievement and create a more equitable education system for all students.						

References	**Main :**	

1. Kamanto Sunarto, et al (eds). Multicultural Education in Indonesia and Southeast Asia: Stepping into The Unfamiliar. Jurnal Antropologi Indonesia . Depok.
2. Tilaar, H.A.R. 2002. Pendidikan, Kebudayaan, dan Masyarakat Madani Indonesia. Strategi Reformasi Pendidikan Nasional . Bandung: Remaja Rosdakarya.
3. Tilaar. H.A.R. 2007. Multikulturalisme . Bandung: Remaja Rosdakarya.
4. Ngainun Naim dan Achmad Saugi. 2007. Pendidikan Multikultural: Konsep dan Aplikasi.
5. Nasikun. 2005. Sistem Sosial Indonesia . Jakarta: PT. Raja Grafindo Persada.
6. Ainul Yaqin. M. 2005. Pendidikan Multikultural; Cross-Cultural Understanding Untuk Demokrasi dan Keadilan .
7. George Crowder. 2013. Theories of Multiculturalism An introduction . Cambridge: Polity Press UK
8. James A. Banks. 2010. Multicultural Education, Issues and Perspectives . Seven edition.

	Supporters:	

Supporting lecturer	Prof. Dr. Sarmini, M.Hum. Ali Imron, S.Sos., M.A. Dr. Nuansa Bayu Segara, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to understand multicultural concepts.	Explains the description of the Multicultural Education course	**Criteria:** Assessing mastery of the description, objectives and strategies for studying Multicultural Education **Form of Assessment** : Participatory Activities	Students listen and ask questions after the lecturer provides the material. 2 X 50	Students listen and ask questions after the lecturer provides the material. 2 X 50		5%
2	Students are able to understand multicultural concepts.	Explains the description of the Multicultural Education course	**Criteria:** Formative **Form of Assessment** : Participatory Activities	Students listen and ask questions after the lecturer provides the material. 2 X 50	Students listen and ask questions after the lecturer provides the material. 2 X 50	**Material:** Multiculturalism **Literature:** *Kamanto Sunarto, et al (eds). Multicultural Education in Indonesia and Southeast Asia: Stepping into the Unfamiliar. Indonesian Journal of Anthropology. Depok.*	5%
3	Students are able to analyze the factors that cause multiculturalism in Indonesia	Able to analyze the factors causing multiculturalism.	**Criteria:** formative **Form of Assessment** : Participatory Activities	Students analyze geographical factors, historical factors and cultural influence factors through independent work. 2 X 50	Students analyze geographical factors, historical factors and cultural influence factors through independent work. 2 X 50	**Material:** Multiculturalism in Indonesia **Reference:** *Tilaar, HAR 2002. Education, Culture and Indonesian Civil Society. National Education Reform Strategy. Bandung: Rosdakarya Youth.*	5%

4	Students are able to analyze the factors that cause multiculturalism in Indonesia	Able to analyze the factors causing multiculturalism.	**Criteria:** formative **Form of Assessment** : Participatory Activities	Students presented the causes of multiculturalism from geographical factors, historical factors and cultural influence factors. 2 X 50	Students presented the causes of multiculturalism from geographical factors, historical factors and cultural influence factors. 2 X 50	**Material:** Multiculturalism in Indonesia **Reference:** *Tilaar, HAR 2002. Education, Culture and Indonesian Civil Society. National Education Reform Strategy. Bandung: Rosdakarya Youth.*	5%
5	Students are able to analyze the factors that cause multiculturalism in Indonesia	Able to analyze the factors causing multiculturalism.	**Criteria:** formative **Form of Assessment** : Participatory Activities	Students presented the causes of multiculturalism from geographical factors, historical factors and cultural influence factors. 2 X 50	Students presented the causes of multiculturalism from geographical factors, historical factors and cultural influence factors. 2 X 50	**Material:** Multiculturalism in Indonesia **Reference:** *Tilaar, HAR 2002. Education, Culture and Indonesian Civil Society. National Education Reform Strategy. Bandung: Rosdakarya Youth.*	5%
6	Students are able to analyze the factors that cause multiculturalism in Indonesia	Able to analyze the factors causing multiculturalism.	**Criteria:** formative **Form of Assessment** : Participatory Activities	Students presented the causes of multiculturalism from geographical factors, historical factors and cultural influence factors. 2 X 50	Students presented the causes of multiculturalism from geographical factors, historical factors and cultural influence factors. 2 X 50	**Material:** Multiculturalism in Indonesia **Reference:** *Tilaar, HAR 2002. Education, Culture and Indonesian Civil Society. National Education Reform Strategy. Bandung: Rosdakarya Youth.*	5%
7	Students are able to analyze the factors that cause multiculturalism in Indonesia	Able to present the impact of multiculturalism in Indonesia through problem analysis.	**Criteria:** formative **Form of Assessment** : Participatory Activities	Students present the impact of multiculturalism in Indonesia through problem analysis. 2 X 50	Students present the impact of multiculturalism in Indonesia through problem analysis. 2 X 50	**Material:** Multiculturalism in Indonesia **Reference:** *Tilaar, HAR 2002. Education, Culture and Indonesian Civil Society. National Education Reform Strategy. Bandung: Rosdakarya Youth.*	5%
8	Midterm Exam (UTS)	Midterm Exam (UTS)	**Criteria:** Mastery of meeting material 1-7 **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Midterm Exam (UTS) 3 X 50		**Material:** Multiculturalism **Bibliography:** *Kamanto Sunarto, et al (eds). Multicultural Education in Indonesia and Southeast Asia: Stepping into the Unfamiliar. Indonesian Journal of Anthropology. Depok.*	10%

9	Students are able to differentiate between multiculturalism and multicultural education.	Analyzing multicultural education curriculum reform and educational equality for marginalized groups	**Criteria:** formative **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Students held questions and answers and discussions to formulate multicultural differences and multicultural education. 2 X 50	Students held questions and answers and discussions to formulate multicultural differences and multicultural education. 2 X 50	**Material:** Multiculturalism and Multicultural Education **Literature:** *Ngainun Naim and Achmad Saugi. 2007. Multicultural Education: Concepts and Applications.*	5%
10	Students are able to differentiate between multiculturalism and multicultural education.	Analyzing multicultural education curriculum reform and educational equality for marginalized groups	**Criteria:** formative **Form of Assessment** : Project Results Assessment / Product Assessment	Students held questions and answers and discussions to formulate multicultural differences and multicultural education. 2 X 50	Students held questions and answers and discussions to formulate multicultural differences and multicultural education. 2 X 50	**Material:** Multiculturalism and Multicultural Education **Literature:** *Ngainun Naim and Achmad Saugi. 2007. Multicultural Education: Concepts and Applications.*	10%
11	Students are able to analyze the problems of multicultural education in Indonesia	Analyzing multicultural education curriculum reform and educational equality for marginalized groups	**Criteria:** Formative **Form of Assessment** : Participatory Activities	Students examine the problems of multicultural education in Indonesia. 2x50	Students examine the problems of multicultural education in Indonesia. 2x50	**Material:** Multicultural Education Problems **Reader:** *Ngainun Naim and Achmad Saugi. 2007. Multicultural Education: Concepts and Applications.*	5%
12	Students are able to analyze the problems of multicultural education in Indonesia	Analyzing multicultural education curriculum reform and educational equality for marginalized groups	**Criteria:** Formative **Form of Assessment** : Participatory Activities	Students examine the problems of multicultural education in Indonesia. 2x50	Students examine the problems of multicultural education in Indonesia. 2 X 50	**Material:** Multicultural Education Problems **Reader:** *Ngainun Naim and Achmad Saugi. 2007. Multicultural Education: Concepts and Applications.*	5%
13	Students are able to identify local potential for multicultural education in the surrounding environment.	Through small research activities, identify local potential for multicultural education in the surrounding environment.	**Criteria:** Formative	Through small research activities, identify local potential for multicultural education in the surrounding environment. 2x50	Through small research activities, identify local potential for multicultural education in the surrounding environment. 2x50	**Material:** Educational Potential of Multiculturalism **Reader:** *Ainul Yaqin. M. 2005. Multicultural Education; Cross-Cultural Understanding for Democracy and Justice.*	5%
14	Students are able to identify local potential for multicultural education in the surrounding environment.	Through small research activities, identify local potential for multicultural education in the surrounding environment.	**Criteria:** Formative	Through small research activities, identify local potential for multicultural education in the surrounding environment. 2x50	Through small research activities, identify local potential for multicultural education in the surrounding environment. 2x50	**Material:** Educational Potential of Multiculturalism **Reader:** *Ainul Yaqin. M. 2005. Multicultural Education; Cross-Cultural Understanding for Democracy and Justice.*	5%
15	Students are able to design local potential for multicultural education based on local wisdom in their environment.	Analyzing student recruitment patterns, gifted students and inclusive schools	**Criteria:** formative **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Designing local potential for multicultural education based on local wisdom in the environment. 2x50	Designing local potential for multicultural education based on local wisdom in the environment. 2x50	**Material:** Multiculturalism Learning Design **Reader:** *Ngainun Naim and Achmad Saugi. 2007. Multicultural Education: Concepts and Applications.*	10%

| 16 | Students are able to design local potential for multicultural education based on local wisdom in their environment. | Analyzing student recruitment patterns, gifted students and inclusive schools | **Criteria:** formative

Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | Designing local potential for multicultural education based on local wisdom in the environment. 2x50 | Designing local potential for multicultural education based on local wisdom in the environment. 2x50 | **Material:** Multiculturalism Learning Design
Reader: *Ngainun Naim and Achmad Saugi. 2007. Multicultural Education: Concepts and Applications.* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	32.5%
3.	Test	5%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** 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.