



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																									
Rural and Urban Development Studies	8420703037		T=3	P=0	ECTS=4.77	5	July 18, 2024																																									
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																										
				Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																										
Learning model	Project Based Learning																																															
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)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	This course is expected to provide understanding and develop students' abilities in analyzing both theoretically and contextually the process of rural and urban development, analyzing the characteristics of rural and urban communities, the impact of globalization on socio-cultural development in villages and cities and distinguishing urban environments from rural environments. according to administrative size, territoriality, interests, population and socio-cultural factors																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Koentjaraningrat ed. 1984. Masyarakat Desa di Indonesia. Jakarta: Lembaga Penerbit Fakultas Ekonomi Universitas Indonesia 2. I.B Wirawan. 2013. Teori-teori Sosial (Dalam Tiga Paradigma: Fakta Sosial, Definisi Sosial & Perilaku Sosial. Jakarta: Prenada Media Group. 3. Sulaeman B. Taneko. 1990. Struktur dan Proses sosial. Jakarta: Rajawali Press. 4. M. Cholil, Mansur. 2013. Sosiologi Masyarakat Kota dan Desa. Jakarta: Usaha Nasional 5. Mutakin, Awan. 2012. Dinamika Kehidupan Masyarakat Perkotaan. Bandung: Penerbit Anggita Pustaka Mandiri. 																																															
	Supporters:																																															
Supporting lecturer	Ali Imron, S.Sos., M.A. Katon Galih Setyawan, S.Sos., M.Sosio. Dr. Kusnul Khotimah, 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	able to explain the meaning and scope of rural and urban communities	1.Describe the village community 2.Describe urban society 3.Describe the characteristics and forms of village society 4.Describe the characteristics and forms of urban society	Criteria: participation, assignments, UTS and UAS	inquiry learning 3 X 50			0%
2	able to explain the meaning and scope of rural and urban communities	1.Describe the village community 2.Describe urban society 3.Describe the characteristics and forms of village society 4.Describe the characteristics and forms of urban society	Criteria: participation, assignments, UTS and UAS	inquiry learning 3 X 50			0%
3	Students are able to explain the theory of village and city development	1.Explain the theory of village development 2.Explain the development of the city	Criteria: participation, assignments, UTS and UAS	Small group discussion, mind mapping 3 X 50			0%
4	Students are able to explain the theory of village and city development	1.Explain the theory of village development 2.Explain the development of the city	Criteria: participation, assignments, UTS and UAS	Small group discussion, mind mapping 3 X 50			0%
5	Students are able to explain the history of village and city development	1.Explain the history of village development 2.Explain the history of the city's development	Criteria: participation, assignments, UTS and UAS	Cooperative learning 3 X 50			0%
6	Students are able to explain the history of village and city development	1.Explain the history of village development 2.Explain the history of the city's development	Criteria: participation, assignments, UTS and UAS	Cooperative learning 3 X 50			0%
7	Students are able to explain the history of village and city development	1.Explain the history of village development 2.Explain the history of the city's development	Criteria: participation, assignments, UTS and UAS	Cooperative learning 3 X 50			0%
8	UTS	UTS		UTS 3 X 50			0%

9	Students are able to explain social interactions and changes in rural and urban communities	<ol style="list-style-type: none"> 1.Explains the process of interaction and social change in village communities 2.Explains the process of interaction and social change in urban communities 3.Describe the impact of interaction and change on rural & urban communities 	Criteria: participation, assignments, UTS and UAS	Small group discussion 3 X 50			0%
10	Students are able to explain social interactions and changes in rural and urban communities	<ol style="list-style-type: none"> 1.Explains the process of interaction and social change in village communities 2.Explains the process of interaction and social change in urban communities 3.Describe the impact of interaction and change on rural & urban communities 	Criteria: participation, assignments, UTS and UAS	Small group discussion 3 X 50			0%
11	Students are able to explain the classification and typology of villages and cities	<ol style="list-style-type: none"> 1.Explain the classification of villages 2.Identify the typology of village communities 3.Explain the classification of cities 4.Identify the typology of urban society 	Criteria: participation, assignments, UTS and UAS	Inquiry, cooperative learning 3 X 50			0%
12	Students are able to explain the classification and typology of villages and cities	<ol style="list-style-type: none"> 1.Explain the classification of villages 2.Identify the typology of village communities 3.Explain the classification of cities 4.Identify the typology of urban society 	Criteria: participation, assignments, UTS and UAS	Inquiry, cooperative learning 3 X 50			0%

13	Students are able to explain the classification and typology of villages and cities	1.Explain the classification of villages 2.Identify the typology of village communities 3.Explain the classification of cities 4.Identify the typology of urban society	Criteria: participation, assignments, UTS and UAS	Inquiry, cooperative learning 3 X 50			0%
14	Students are able to explain the religious systems, language, arts and technology of rural and urban communities	1.Explains the religious, language, art and technology systems of village communities 2.Explains the religious, language, art and technology systems of urban society	Criteria: participation, assignments, UTS and UAS	Cooperative learning, mind mapping 3 X 50			0%
15	Students are able to explain the religious systems, language, arts and technology of rural and urban communities	1.Explains the religious, language, art and technology systems of village communities 2.Explains the religious, language, art and technology systems of urban society	Criteria: participation, assignments, UTS and UAS	Cooperative learning, mind mapping 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.