	Universitas Negeri Surabaya **Faculty of Social and Legal Sciences** **Communication Science Bachelor Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Social Engineering		7020103072		T=3	P=0	ECTS=4.77	4	July 17, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Students are able to understand the nature of humans as social creatures
	PO - 2	Students are able to identify social problems
	PO - 3	Students are able to create rehabilitation and social work concepts which include: objectives, basics, program planning, program plan analysis, program evaluation and follow-up
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3

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																

Short Course Description	Identifying social problems in an NGO, approaching development social communication, designing, implementing, monitoring and evaluating development social communication products and presenting them in the form of summative and formative research using lecture, discussion and field experience methods.

References	**Main :**	

1. Mefalopulos, P. 2008. Development Communication Sourcebook: Broadening the Boundaries of Communication. Washington D.C. : The World Bank.
2. Wilkins, K., Tufte, T., and Obregon, R. 2012. The Handbook of Development Communication and Social Change. Hoboken: Wiley Blackwell.
3. Tirtosudarmo, R. (2022). Mencari Indonesia 2: Batas-Batas Rekayasa Sosial (BW). Media Nusa Creative (MNC Publishing).
4. Rakcmat Jalaludin ;2012 Rekayasa social ;Bandung Remaja Rosdakarya

Supporters:

1. Huda, A. M. (2019). Model Strategi Pengembangan Sosial Radio Komunitas dalam Mitigasi Bencana Di Kawasan Gunung Kelud. Aristo, 7(2), 277-295.

Supporting lecturer	Tsuroyya, S.S., M.A. Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.

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 attend lectures according to the mutually agreed study contract	Students comply with the agreement written in the study contract	**Criteria:** Reward & punishment system in lectures **Form of Assessment** : Participatory Activities	3 X 50 agreement discussion lecture	Zoom Meetings	**Material:** Lecture Contract **Literature:**	2%
2	Understand social problems	Able to identify social problems	**Criteria:** Identify various social problems in Indonesia and abroad **Form of Assessment** : Participatory Activities	Lectures and discussions 3 X 50		**Material:** Social problems **Bibliography:** *Rakcmat Jalaludin; 2012 Social engineering; Bandung Teen Rosdakarya*	2%
3	Understanding the functional structure of Talcott Persons Understanding modernity and critical theory	Explaining the functional structure of Talcott Persons Explaining modernity and critical theory	**Criteria:** use of theoretical frameworks with relevant social issues **Form of Assessment** : Participatory Activities	Lectures and discussions 3 X 50		**Material:** Modernity and critical theory **Bibliography:** *Rakcmat Jalaludin; 2012 Social engineering; Bandung Teenager Rosdakarya*	2%
4	Understanding postmodern theory, feminist and Husserlian phenomenology	Explains Husserlin's postmodern, feminist and phenomenological theories	**Criteria:** The use of theory in solving social problems **Form of Assessment** : Participatory Activities, Tests	Lectures and discussions 3 X 50		**Material:** Postmodern theory, feminist and Husserlian phenomenology **References:** *Wilkins, K., Tufte, T., and Obregon, R. 2012. The Handbook of Development Communication and Social Change. Hoboken: Wiley Blackwell.*	3%
5	Understanding cultural studies	Explain cultural studies and its theories	**Criteria:** Solving social problems from the perspective of cultural studies theory **Form of Assessment** : Participatory Activities	Lectures and discussions 3 X 50		**Material:** Social problems from the perspective of cultural studies theory **Bibliography:** *Rakcmat Jalaludin; 2012 Social engineering; Bandung Teenager Rosdakarya*	3%
6	Understanding cultural studies	Explain cultural studies and its theories	**Criteria:** Solving social problems from the perspective of cultural studies theory **Form of Assessment** : Participatory Activities	Lectures and discussions 3 X 50		**Material:** Social problems from the perspective of cultural studies theory **Bibliography:** *Rakcmat Jalaludin; 2012 Social engineering; Bandung Teenager Rosdakarya*	4%

7	Understand the dynamics that occur in society	Identify community problems	**Criteria:** Identify social problems and formulate solutions using relevant theories **Form of Assessment** : Participatory Activities	Field observations 3 X 50		**Material:** Dynamics that occur in society **References:** *Rakcmat Jalaludin; 2012 Social engineering; Bandung Youth Rosdakarya*	4%
8	Mastering meeting material 1 - 7	Explain, compare and analyze UTS question items	**Criteria:** Accuracy in answering questions according to relevant theory **Form of Assessment** : Test	3 X 50 test			30%
9	Students are able to analyze Person In Environment Human Systems In The Environment	Students' accuracy in analyzing Person in Environment, Human System in Environment				**Material:** Person In Environment Human Systems In The Environment **Literature:** *Rakcmat Jalaludin; 2012 Social Engineering; Bandung Teenager Rosdakarya*	2%
10	Team Project Discovering Social Problems	Students' accuracy in analyzing social problem findings	**Form of Assessment** : Project Results Assessment / Product Assessment	Offline 3x50 Minutes		**Material:** Analysis of social problems **Bibliography:** *Rakcmat Jalaludin; 2012 Social engineering; Bandung Teenager Rosdakarya*	2%
11	Students are able to analyze social workers	Students' accuracy in analyzing social workers	**Form of Assessment** : Project Results Assessment / Product Assessment			**Material:** Analyzing social workers **References:** *Mefalopulos, P. 2008. Development Communication Sourcebook: Broadening the Boundaries of Communication. Washington DC : The World Bank.*	2%
12	Students are able to identify organizational systems	1.Students' accuracy in compiling organizational systems 2.Students' accuracy in compiling an NGO's Mission and Vision 3.Students' accuracy in compiling Organizational ADRT	**Form of Assessment** : Project Results Assessment / Product Assessment	Offline 3x50 Minutes		**Material:** Identifying organizational systems **References:** *Mefalopulos, P. 2008. Development Communication Sourcebook: Broadening the Boundaries of Communication. Washington DC : The World Bank.*	2%

No	Topic	Indicator	Assessment	Time		Material/References	Weight
13	NGO Advocacy Strategy	Students' accuracy in analyzing NGO advocacy strategies	**Form of Assessment** : Project Results Assessment / Product Assessment			**Material:** NGO Advocacy Strategy **References:** *Wilkins, K., Tufte, T., and Obregon, R. 2012. The Handbook of Development Communication and Social Change. Hoboken: Wiley Blackwell.*	3%
14	Implementation of NGO Performance	Students' accuracy in analyzing NGO performance	**Form of Assessment** : Project Results Assessment / Product Assessment	Offline 3x50 Minutes		**Material:** NGO Performance **References:** *Wilkins, K., Tufte, T., and Obregon, R. 2012. The Handbook of Development Communication and Social Change. Hoboken: Wiley Blackwell.*	3%
15	Implementation of NGO Performance	Students' accuracy in implementing NGO performance	**Form of Assessment** : Project Results Assessment / Product Assessment			**Material:** NGO Performance **References:** *Wilkins, K., Tufte, T., and Obregon, R. 2012. The Handbook of Development Communication and Social Change. Hoboken: Wiley Blackwell.*	3%
16	Learning Evaluation	Accuracy of students taking written tests	**Form of Assessment** : Project Results Assessment / Product Assessment	90 Minute Written Test			35%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	31.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.