



**Universitas Negeri Surabaya  
Faculty of Education,  
Undergraduate Study Program in Out-of-School Education**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
CRITICAL EDUCATIONAL THEORY	8620502235	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	August 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
	Dr. Rivo Nugroho, M.Pd., Dr. Shobri Firman Susanto, M.Pd., Monica Widyaswari. M.Pd.		Dr. Rivo Nugroho, M.Pd.		Rivo Nugroho, S.Pd., M.Pd.		

<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																
	<b>PLO-2</b>	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																															
	<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																															
	<b>PLO-6</b>	Mastering community empowerment techniques to plan and apply them to non-formal education programs																																																															
	<b>PLO-8</b>	Able to design and implement Andragogy-based learning in Non-Formal Education and Community Education																																																															
	<b>PLO-11</b>	Able to utilize technology and information in efforts to solve problems in accordance with their field of expertise																																																															
	<b>PLO-12</b>	Able to demonstrate a responsible attitude and work together in accordance with professional norms and ethics																																																															
	<b>Program Objectives (PO)</b>																																																																
	<b>PO - 1</b>	Students have an understanding of the concept of critical education																																																															
	<b>PO - 2</b>	Students have an understanding of social concepts																																																															
	<b>PO - 3</b>	Students have an understanding of social facts																																																															
	<b>PO - 4</b>	Students have an understanding of the concept of social theories and their development																																																															
	<b>PO - 5</b>	Students have an understanding of the concept of critical theory and the leading figures																																																															
	<b>PO - 6</b>	Students have an understanding of the concept of critical education and derivative theories that have developed in the modern era so they are able to act as educators and managers of the training sector																																																															
	<b>PO - 7</b>	Students have an understanding of the concept of community empowerment																																																															
	<b>PO - 8</b>	Students have an understanding of the concept of non-formal and informal education																																																															
	<b>PLO-PO Matrix</b>																																																																
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>P.O</th> <th>PLO-2</th> <th>PLO-3</th> <th>PLO-6</th> <th>PLO-8</th> <th>PLO-11</th> <th>PLO-12</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>PO-5</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-6</td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>PO-7</td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-8</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> </tbody> </table>	P.O	PLO-2	PLO-3	PLO-6	PLO-8	PLO-11	PLO-12	PO-1		✓	✓	✓			PO-2		✓		✓	✓		PO-3	✓		✓	✓		✓	PO-4	✓		✓			✓	PO-5	✓	✓	✓	✓			PO-6		✓	✓	✓			PO-7			✓	✓	✓	✓	PO-8	✓		✓	✓		✓
	P.O	PLO-2	PLO-3	PLO-6	PLO-8	PLO-11	PLO-12																																																										
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																	

	<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</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> <tr> <td>PO-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>PO-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>PO-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> <tr> <td>PO-4</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>PO-5</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>PO-6</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>PO-7</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>PO-8</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> </table>	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						✓											PO-8							✓				✓					
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**Short Course Description** Critical educational theory courses lead students to have understanding and skills in analyzing the basics of community development through educational studies in the context of social reality. To ensure this understanding, material provision is needed in the form of: concepts of educational philosophy and ideology, educational politics played by the state, critical educational concepts, educational concepts about critical problems and education, educational methodology, training management, processing of training media, educational visualization, and comparisons. critical education with other educational concepts. This course provides an understanding of social concepts, social facts, social theories and their development, critical theory and its originator figures, critical education, as well as derivative theories that have developed in the modern era, skills in analyzing the basics of community development through educational studies in the context of social reality, through explanations, discussions and presentations through explanations, discussions and presentations. An indicator of the success of this course is if students are able to implement theory into Non-Formal Education practice.

**References**

**Main :**

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7. Rome Topatimasang, Sekolah itu Candu, Yogyakarta: Insist, 2005
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16. Tirtarahardja, Umar dan La Sulo, S.N. (2005) Pengantar Pendidikan. Jakarta: PT Rineka Cipta. Link 1. [https://www.youtube.com/watch?v=\\_jdTtnWMLVM](https://www.youtube.com/watch?v=_jdTtnWMLVM) 2. Film "Gifted" 3. Film "Hickhi

**Supporters:**

1. Youtube
2. Schoolar
3. Sumber apapun yang mendukung pemahaman materi

**Supporting lecturer** Rivo Nugroho, S.Pd., M.Pd.  
Dr. Shobri Firman Susanto, S.Pd., M.Pd.  
Monica Widayawari, 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 understand the concepts of educational philosophy and ideology	Students can explain various philosophical concepts and educational ideologies	<b>Criteria:</b> Students graduate if they explain various philosophical concepts and educational ideologies  <b>Form of Assessment :</b> Participatory Activities	Lectures and Discussions 2 X 50	Lectures and Discussions 2 x 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b>  <b>Material:</b> Concepts of Philosophy and Ideology of Education <b>Library:</b> Paulo Freire, Education of the Oppressed, Jakarta: Pustaka LP3ES Indonesia, 2008.	3%

2	Students understand the history of the development of critical education	Students can describe the Education Politics played by the authorities	<b>Criteria:</b> Students graduate if they can describe the Educational Politics played by the authorities  <b>Form of Assessment :</b> Participatory Activities	Lectures and Discussions 2 X 50	Lectures and Discussions 2 x 50	<b>Material:</b> Books 3, 8, 9, 10 <b>Bibliography:</b>  <b>Material:</b> History of the Development of Critical Education <b>Literature:</b> Roem Topatimasang, et al. <i>Critical Education: Building Critical Awareness</i> (Yogyakarta: Insist, 2005).	3%
3	Students understand the basic concepts of critical education	1. Students can explain the concept of critical education 2. Students can compare the concept of critical education with other educational concepts	<b>Criteria:</b> 1. Students can explain the concept of critical education. 2. Students can compare the concept of critical education with other educational concepts  <b>Form of Assessment :</b> Participatory Activities	Lectures and Discussions 2 X 50	Lectures and Discussions 2 x 50	<b>Material:</b> Books 1, 2, 3, 8, 9, 10 <b>Bibliography:</b>  <b>Material:</b> Basic Concepts of Critical Education <b>Literature:</b> Any sources that support understanding of the material  <b>Material:</b> criticism of education <b>Reference:</b> Graham, MA (2009). <i>AP Studio Art as an Enabling Constraint for Secondary Art Education. Studies in Art Education, 50(2), 201–204.</i> <a href="http://www.jstor.org/">http://www.jstor.org/...</a>  <b>Material:</b> Basic Concepts of Critical Education <b>References:</b> Tirtarahardja, Umar and La Sulo, SN (2005) <i>Introduction to Education</i> . Jakarta: PT Rineka Cipta. Links 1. <a href="https://www.youtube.com/">https://www.youtube.com/...</a> 2. Film "Gifted" 3. Film "Hickhi"	3%
4	Students Understand the Thoughts of Critical Education Figures and Postmodernism: Paulo Freire	1. Students can explain the concept of education facing problems 2. Students can compare the concept of problem-facing education with the banking style 3. Students can explain the Critical Education Concept of liberating education 4. Students can describe the comparison of critical education and shackled education	<b>Criteria:</b> 1. Students can explain the concept of education facing problems 2. Students can explain the Critical Education Concept of liberating education 3. Students can compare the concept of problem-facing education with the banking style  <b>Form of Assessment :</b> Participatory Activities	Presentation and Discussion 2 X 50	Presentation and Discussion 2 x 50	<b>Material:</b> Books 7, 8, 9, 10 <b>Bibliography:</b>  <b>Material:</b> Critical Education Figure and Postmodernism: Paulo Freire <b>Library:</b> Any sources that support understanding of the material	3%

5	Students understand the thinking of critical education figures and postmodernism: Ivan Illich	<ol style="list-style-type: none"> <li>Students can explain the concept of education facing problems</li> <li>Students can compare the concept of problem-facing education with the banking style</li> <li>Students can explain the Critical Education Concept of liberating education</li> <li>Students can describe the comparison of critical education and shackled education</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Students graduate if:</li> <li>Students can explain the Concept of Problem-Facing Education 2. Students can compare the concept of problem-facing education with the banking style.</li> <li>Students can explain the Critical Education Concept of liberating education</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p><b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b></p> <hr/> <p><b>Material:</b> Critical Education Figure and Postmodernism: Ivan Illich <b>Library:</b> Any sources that support understanding of the material</p> <hr/> <p><b>Material:</b> education and experts <b>Bibliography:</b> Mayo, Peter and Paolo Vittoria. 2021. <i>Critical Education in International Perspective.</i> United Kingdom: Bloomsbury Publishing.</p> <hr/> <p><b>Material:</b> active learning that supports society <b>Reference:</b> Utomo Dananjaya, <i>Active Learning Media</i>, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.</p> <hr/> <p><b>Material:</b> education-based self-development <b>References:</b> Johnstone, SM, &amp; Soares, L. (2014). <i>PRINCIPLES FOR DEVELOPING COMPETENCY-BASED EDUCATION PROGRAMS.</i> <i>Change</i>, 46(2), 12–18. <a href="http://www.jstor.org/...">http://www.jstor.org/...</a></p>	3%
6	Students understand the Thought of Critical Education Figures and Postmodernism: Henry Giroux	<ol style="list-style-type: none"> <li>Students can explain the Education Methodology</li> <li>Students can explain the educational curriculum</li> <li>Students can outline liberating educational strategies</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Students can explain the Education Methodology</li> <li>Students can explain the educational curriculum.</li> <li>Students can describe liberating educational strategies</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p><b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b></p> <hr/> <p><b>Material:</b> Critical Education Figure and Postmodernism: Henry Giroux <b>Library:</b> Any sources that support understanding of the material</p> <hr/> <p><b>Material:</b> educational alignments <b>Reference:</b> Paulo Freire, <i>Education of the Oppressed</i>, Jakarta: Pustaka LP3ES Indonesia, 2008.</p> <hr/> <p><b>Material:</b> power and education <b>Reader:</b> Paulo Freire, <i>Educational Politics: Culture, Power and Liberation</i>, (Yogyakarta: Pustaka Belajar and Read, 2004)</p>	3%
7	Students understand the Thought of Critical Education Figures and Postmodernism: Jacques Derrida	<ol style="list-style-type: none"> <li>Students can explain the Education Methodology</li> <li>Students can explain the educational curriculum</li> <li>Students can describe liberating educational strategies</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>Students graduate if:</li> <li>Students can explain the Education Methodology</li> <li>Students can explain the educational curriculum.</li> <li>Students can describe liberating educational strategies</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation and Discussion 2 X 50	Presentation and Discussion 2 X 50	<p><b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b></p> <hr/> <p><b>Material:</b> Figures of Critical Education and Postmodernism: Jacques Derrida <b>Library:</b> Any sources that support understanding of the material</p> <hr/> <p><b>Material:</b> impartial education <b>Library:</b> Utomo Dananjaya, <i>Active Learning Media</i>, Bandung: Nuansa, Jakarta: IER Univ. Paramadina, 2012.</p>	4%

8	Evaluation Related to Student Understanding of Critical Education Concepts and Theories	<ol style="list-style-type: none"> <li>1. Students can provide critical views</li> <li>2. Students can provide logical descriptions</li> <li>3. Students can provide real examples</li> </ol>	<b>Form of Assessment :</b> Test	Test 2 X 50	Test 2 x 50	<b>Material:</b> Midterm Exam <b>Literature:</b> <b>Material:</b> active educational design <b>Reference:</b> GIESBRECHT, S. (2014). CHAPTER NINE: Design Principles as a Methodology for School Reform. <i>Counterpoints</i> , 461, 161–174. <a href="http://www.jstor.org/...">http://www.jstor.org/...</a> Minor 1. Idris, Zahara. (1991) <i>Basics of Education</i> . Padang: Angkasa Raya. 2. Mulyasa, E. (2003) <i>Competency-Based Curriculum: Concept, Characteristics and Implementation</i> . Bandung: Rosdakarya Youth. 3. Rachman, Arief. (2007) <i>Home-Schooling: My Class Home, My School World</i> . Jakarta: Kompas Book Publishers. 4. Redja Mudyahardjo. (2001) <i>Introduction to Education: An Initial Study of the Basics of Education in General and Education in Indonesia</i> . Jakarta : Raja Grafindo Perkasa 5. Skmadinata, Nana Syaodih. (2003) <i>Psychological Foundations of the Educational Process</i> . Bandung: Rosdakarya Youth	20%
9	Students can explain the archeology of knowledge created by Michel Foucault	<ol style="list-style-type: none"> <li>1. Students are able to explain how to manage a training</li> <li>2. Students are able to present a training plan for the community</li> <li>3. Students are able to present a community training curriculum</li> <li>4. Students can present themselves as facilitators</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.1. Students graduate if: Students are able to explain how to manage a training.</li> <li>2.2. Students are able to present a training plan for the community.</li> <li>3.3. Students are able to present a community training curriculum.</li> <li>4.4. Students can present themselves as facilitators</li> </ol> <b>Form of Assessment :</b> Participatory Activities	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 x 50	<b>Material:</b> Books 7, 8, 9, 10 <b>Bibliography:</b> <b>Material:</b> archeology of knowledge from the ideas of Michel Foucault <b>Library:</b> Any source that supports understanding of the material <b>Material:</b> educated society and its formation. <b>Reference:</b> Paulo Freire, <i>Urban Community Education</i> , Yogyakarta: LKIS, 2003. <b>Material:</b> critical education <b>Reader:</b> Suhanadji. 2017. <i>Critical Education</i> . Surabaya: Kartika Mulya	4%
10	Students understand the Thought of Critical Education Figures and Postmodernism: Gilles Deleuze and Felix Guatarri	<ol style="list-style-type: none"> <li>1. Students are able to explain how to manage a training</li> <li>2. Students are able to present a training plan for the community</li> <li>3. Students are able to present a community training curriculum</li> <li>4. Students can present themselves as facilitators</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.1. Students graduate if: Students are able to explain how to manage a training.</li> <li>2.2. Students are able to present a training plan for the community.</li> <li>3.3. Students are able to present a community training curriculum.</li> <li>4.4. Students can present themselves as facilitators</li> </ol> <b>Form of Assessment :</b> Participatory Activities	Lectures, Presentations and Discussions 2 X 50	Lectures, Presentations and Discussions 2 x 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b> <b>Material:</b> Thoughts of Critical Education Figures and Postmodernism: Gilles Deleuze and Felix Guatarri <b>Library:</b> Any sources that support understanding of the material <b>Material:</b> progressive education <b>References:</b> HOPKINS, EA (2017). <i>John Dewey and Progressive Education</i> . <i>The Journal of Educational Thought (JET) / Revue de La Pensée Éducative</i> , 50(1), 59–68. <a href="https://www.jstor.org/...">https://www.jstor.org/...</a> <b>Material:</b> critical educational perspective <b>References:</b> Mayo, Peter and Paolo Vittoria. 2021. <i>Critical Education in International Perspective</i> . United Kingdom: Bloomsbury Publishing.	4%

11	Students understand the Thought of Critical Education Figures and Postmodernism: Jean Francois Lyotard	1. Students can prepare learning media equipment for training 2. Students can create locality-based media	<b>Criteria:</b> 1.1. Students can prepare learning media equipment for training. 2.2. Students can create locality-based media  <b>Form of Assessment</b> : Participatory Activities	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 x 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b>  <b>Material:</b> Critical Education Figure and Postmodernism: Jean Francois Lyotard <b>Library:</b> Any sources that support understanding of the material  <b>Material:</b> power and education <b>Reader:</b> Paulo Freire, <i>Educational Politics: Culture, Power and Liberation</i> , (Yogyakarta: Pustaka Belajar and Read, 2004)	4%
12	Students understand the thinking of critical education figures and postmodernism: Anthony Giddens	1. Students can prepare learning media equipment for training 2. Students can create locality-based media	<b>Criteria:</b> 1.1. Students can prepare learning media equipment for training. 2.2. Students can create locality-based media  <b>Form of Assessment</b> : Participatory Activities	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 x 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b>  <b>Material:</b> Critical Education Figure and Postmodernism: Anthony Giddens <b>Library:</b> Any sources that support understanding of the material  <b>Material:</b> education that takes sides <b>Bibliography:</b> Rome Topatimasang, <i>School is Opium</i> , Yogyakarta: Insist, 2005	4%
13	Students understand the Thoughts of Critical Education Figures and Postmodernism: Ki Hajar Dewantara	1. Students can prepare learning media equipment for training 2. Students can create locality-based media	<b>Criteria:</b> 1.1. Students can prepare learning media equipment for training. 2.2. Students can create locality-based media  <b>Form of Assessment</b> : Participatory Activities	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 X 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b>  <b>Material:</b> Critical Education Figure and Postmodernism: Ki Hajar Dewantara <b>Library:</b> Any source that supports understanding of the material  <b>Material:</b> critical education <b>Bibliography:</b> Apple, Michael W. and Wayne Au. 2014. <i>Critical Education</i> . United Kingdom: Routledge.  <b>Material:</b> principles of education for all <b>References:</b> DUNCUM, P. (2010). SEVEN PRINCIPLES for Visual Culture Education. <i>Art Education</i> , 63(1), 6–10. <a href="http://www.jstor.org/">http://www.jstor.org/...</a>	4%
14	Students understand the Thought of Critical Education Figures and Postmodernism: Rabindranath Tagore	Students can present learning results in the form of Educational Visualization	<b>Criteria:</b> 1. Students develop the concept of Educational Visualization 2. Students produce educational visualizations  <b>Form of Assessment</b> : Participatory Activities	Simulation, Discussion Presentation 2 X 50	Simulation, Discussion Presentation 2 X 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b>  <b>Material:</b> Figures of Critical Education and Postmodernism: Rabindranath Tagore <b>Library:</b> Any sources that support understanding of the material  <b>Material:</b> education of the oppressed. <b>Reference:</b> Paulo Freire, <i>Education of the Oppressed</i> , Jakarta: Pustaka LP3ES Indonesia, 2008.  <b>Material:</b> understanding critical education <b>Reference:</b> Roem Topatimasang, et al. <i>Critical Education: Building Critical Awareness</i> (Yogyakarta: Insist, 2005).	4%

15	Students understand the Thought of Critical Education Figures and Postmodernism: Michael W. Apple	Students can present learning results in the form of Educational Visualization	<b>Criteria:</b> 1. Students develop the concept of Educational Visualization 2. Students produce educational visualizations  <b>Form of Assessment :</b> Participatory Activities	Simulation, Presentation and Discussion 2 X 50	Simulation, Presentation and Discussion 2 X 50	<b>Material:</b> Books 4, 5, 7, 8, 9, 10 <b>Literature:</b>  <b>Material:</b> Critical Education Figure and Postmodernism: Michael W. Apple <b>Library:</b> Any sources that support understanding of the material  <b>Material:</b> world perspective on education. <b>Reference:</b> Mayo, Peter and Paolo Vittoria. 2021. <i>Critical Education in International Perspective.</i> United Kingdom: Bloomsbury Publishing.	4%
16	Evaluation Related to Student Understanding of Critical Education Concepts and Theories	1. Students are able to provide critical responses regarding the cases given 2. Students are able to explain the concept of critical education to experts 3. Students can provide logical descriptions	<b>Form of Assessment :</b> Test	Test 2 X 50	Test	<b>Material:</b> Final Semester Exam <b>Literature:</b>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

#### 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** 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.