



**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 |
|---------------|---|-----------------------------------|----------------------------|-----|-----------|----------------------------|------------------|
| Sociology     | 8620502183  | Compulsory Study Program Subjects | T=2                        | P=0 | ECTS=3.18 | 1                          | July 17, 2024    |
| AUTHORIZATION | SP Developer  |                                   | Course Cluster Coordinator |     |           | Study Program Coordinator  |                  |
|               | Dr. Sjafiatul Mardiyah, S.Sos., M.A. ; Rivo Nugroho, S.Pd., M.Pd. |                                   | .....                      |     |           | Rivo Nugroho, S.Pd., M.Pd. |                  |

|  |   |     |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|--|---|-----|------|---|---|---|---|---|---|----|----|----|----|----|----|----|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Learning model                                       | Case Studies  |     |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Program Learning Outcomes (PLO)                      | PLO study program which is charged to the course  |     |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | Program Objectives (PO)   |     |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix   |     |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>   | P.O |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| P.O  |   |     |      |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| PO Matrix at the end of each learning stage (Sub-PO) | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table> | P.O | Week |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|  | P.O   |     | Week |   |   |   |   |   |   |    |    |    |    |    |    |    |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| 1  |   | 2   | 3    | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |

**Short Course Description** This course aims to provide understanding and abilities about the scope and field of social sciences, principles, methodology and theories of social sciences, forms of grouping and stratification of society related to educational aspects through explanations, discussions and assignments.

|            |                    |  |
|------------|--------------------|--|
| References | <b>Main :</b>      |  |
|            |                    | <ol style="list-style-type: none"> <li>1. Koentjaraningrat .1980. Sejarah Teori Antropologi II. Jakarta: Rineka Cipta</li> <li>2. Suhanadji, dkk. .2008. Sosiologi-Antropologi Pendidikan. Surabaya: UNESA University Press.</li> <li>3. Nasution. 1983. Sosiologi Pendidikan.</li> <li>4. Sanapiah Faisal. Sosiologi Pendidikan.</li> <li>5. Mansour Fahih, dkk. 2001. Pendidikan Populer: Membangun Kesadaran Kritis. Yogyakarta: REad. Book.</li> <li>6. William F. O 19neil. 2002. Ideologi-Ideologi Pendidikan. Yogyakarta: Pustaka Pelajar.</li> <li>7. Soerjono Soekanto. 2002. Sosiologi Suatu Pengantar. Jakarta: RadaGrasindo Persada.</li> <li>8. Francis Wahono 2001. Kapitalisme Pendidikan. Yogyakarta: Pustaka Pelajar.</li> <li>9. Eko Prasetyo.2005. Orang Miskin Dilarang Sekolah. Yogyakarta: Resist</li> <li>10. Paulo Freire. 2004. Pendidikan Berbasis Realitas sosial.</li> </ol> |
|            | <b>Supporters:</b> |  |

**Supporting lecturer** Dr. Sjafiatul Mardiyah, 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.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Lectures<br>2 X 50     |  |  | 3%  |
| 2 | Students are able to understand the scope of educational sociology.                                  | Understand and interpret the scope of educational sociology.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Lectures<br>2 X 50     |  |  | 3%  |
| 3 | Students are able to understand the meaning of education.  | Understand and interpret the meaning of education.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 3%  |
| 4 | Students are able to understand the meaning of education.  | Understand and interpret the meaning of education.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 3%  |
| 5 | 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.<br>2. Shows the activities of the class as a social system.<br>3. Shows the external environment of the school.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 3%  |
| 6 | 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.<br>2. Shows the activities of the class as a social system.<br>3. Shows the external environment of the school.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 3%  |
| 7 | Students are able to understand and separate society and school culture.                             | 1. Explain the school community and culture. 2. Show the relationship between the school and the community. 3. Compare and contrast social norms in learning situations. | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 4%  |
| 8 | Students are able to understand and separate society and school culture.                             | 1. Explain the school community and culture. 2. Show the relationship between the school and the community. 3. Compare and contrast social norms in learning situations. | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><br><b>Form of Assessment :</b><br>Test                     | Discussion Presentation<br>2 X 50 |  |  | 20% |
| 9 | UTS  |  | <b>Form of Assessment :</b><br>Participatory Activities   | 2 X 50                            |  |  | 4%  |

|    |  |  |   |                                   |  |  |     |
|----|--|--|---|-----------------------------------|--|--|-----|
| 10 | Students are able to understand and prove the relationship between education and stratification. | 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. | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 4%  |
| 11 | Students are able to understand and prove the relationship between education and stratification. | 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. | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 4%  |
| 12 |  |  | <b>Form of Assessment :</b><br>Participatory Activities   |                                   |  |  | 4%  |
| 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.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 4%  |
| 14 | 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.   | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 4%  |
| 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.  | <b>Criteria:</b><br>1.1. Cognitive 45%<br>2.2. Comprehension 25%<br>3.3. Analyze 30%<br><b>Form of Assessment :</b><br>Participatory Activities | Discussion Presentation<br>2 X 50 |  |  | 4%  |
| 16 |  |  | <b>Form of Assessment :</b><br>Test   |                                   |  |  | 30% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 50%        |
| 2. | Test                     | 50%        |
|    |                          | 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.