						Document Code
	Universitas Negeri Surabaya **Faculty of Education,** **Special Education Undergraduate Study Program**					

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Socio Anthropology		8620202287			T=2	P=0	ECTS=3.18	2	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		....			Dr. H. Pamuji, M.Kes.		

Learning model	Case Studies
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)

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

Short Course Description	Anthropological Sociology focuses on the potential of students to be able to explain history and development, the foundations, paradigms, theories and methods in educational sociology and anthropology, be able to analyze educational realities from the perspective of anthropological sociologists, be able to contextualize and apply them in reading the problems of the contemporary world of education, like; human nature in education, social relations and education, socialization and educational interaction, curriculum and ideological hegemony, education and social change, globalization and capitalism Education, gender and education, violence in educational institutions, homo academicus in higher education and others. This lecture is carried out using the presentation method , group discussions, individual assignments, and social analysis.

References	**Main :**

1. Moh. Mudzakkir, 1CMenjagaKehormatanSosiologiPendidikan 1D dalam Ardhie Raditya, ed. , Arena Pengetahuan , Surabaya; Unesa Press, 2014.
2. Michael W. Apple, Stephen J. Ball and Luis Armando Gandin. International Handbook of The Sociology of Education , New York; Routledge, 2010.
3. Damsar, PengantarSosiologiPendidikan , Jakarta; Rajawali Press, 2010.
4. Abdullah Idi, SosiologiPendidikan; Individu, MasyarakatdanPendidikan , Jakarta; Rajawali Press, 2011.
5. RoemTopatimasangdan Mansour Fakih, Pendidikan Popular; MembangunKesadaranKritis, Yogyakarta; Insist Press, 2001.
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8. NanangMartono, KekerasanSimbolik di Sekolah; Sebuah Ide SosiologiPendidikan Pierre Bourdieu ,.Jakarta; Rajawali Press, 2012.
9. --------, SosiologiPendidikan Michel Foucault; Pengetahuan, Kekuasaan, Disiplin, Hukuman, danSeksualitas . Jakarta; Rajawali Press, 2014.
10. Zainuddin Maliki, SosiologiPendidikan , Yogyakarta; GadjahMada University Press, 2008 .
11. SulistiyariniIrianto, OtonomiPerguruanTinggi , Jakarta; YOI, 2012.
12. Thoha-Sarumpet, Riris K Dkk, Membangun di AtasPuingIntegritas , Jakarta YayasanOborIndonesiaI, 2012.
13. RakhmatHidayat, PengantarSosiologiKurikulum. Jakarta; Rajawali Press, 2013.
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	Supporters:

Supporting lecturer	SUHANADJI

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	Master and apply the basic concepts of anthropological sociology to become an analyst and researcher of development and education problems	Explain the scope of Sociology and Anthropology of Education	**Criteria:** Complete and logical description	Behavioristic/Expository/Lecture Approach 2 X 50				0%
2	Master and apply the basic concepts of anthropological sociology as a pure and applied science	Explaining Sociology and Anthropology of Education as pure science and applied science	**Criteria:** Complete and logical description	Behavioristic/Economic Approach/Lectures 2 X 50				0%
3	Mastering and analyzing the founding figures of the sociology of educational anthropology	Explaining the Foundational Figures in the Sociology of Educational Anthropology	**Criteria:** Clear and logical explanation	Behavioristic/Economic Approach/Lectures 2 X 50				0%
4	Mastering the sociological anthropological paradigm of education	Explaining the Sociological Paradigms of Anthropology and Education	**Criteria:** Clear and Logical Description	Behavioristic/Economic Approach/Lectures 2 X 50				0%
5	Master and apply the relationship between society and education	Explaining the Relationship between Society and Education	**Criteria:** Clear and Logical Description	Behavioristics/Economics/Lectures 2 X 50				0%
6								0%
7								0%
8								0%
9								0%
10								0%
11								0%
12								0%
13								0%
14								0%
15								0%
16								0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.