



**Universitas Negeri Surabaya  
Faculty of Education  
Undergraduate Guidance and Counseling Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Deviant Social Behavior	8620102227	Study Program Elective Courses	T=0	P=0	ECTS=0	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Bakhrudin All Habsy, M.Pd	.....	Dr. Evi Winingsih, S.Pd., M.Pd.

<b>Learning model</b>	Case Studies
-----------------------	--------------

**Program Learning Outcomes (PLO)** PLO study program which is charged to the course

<b>PLO-6</b>	Mastering the concepts of education, psychology and research to base guidance and counseling services
<b>PLO-8</b>	Able to apply the principles of individual growth and development in guidance and counseling services

**Program Objectives (PO)**

<b>PO - 1</b>	Mastering the concept of deviant social behavior from a sociological and cultural perspective as well as the criteria for deviant behavior
<b>PO - 2</b>	Students are able to design handling of deviant social behavior

**PLO-PO Matrix**

P.O	PLO-6	PLO-8
PO-1	✓	✓
PO-2	✓	✓

**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									✓	✓	✓	✓	✓	✓	✓	✓

**Short Course Description** This course is a course that is oriented towards concepts and various deviant social problems. This course discusses the nature of deviant social behavior, theory of deviant social behavior, factors causing deviant behavior, identification of deviant social behavior, analysis of deviant social behavior and handling of deviant social behavior. Lectures are carried out by means of various lectures, questions and answers, Problem Base Learning/FGD, assignments, presentations and Project Base Learning, self learning (V Class), and class discussions. Assessment is carried out by participation, assessment of projects, portfolios, assignments, midterms and exams.

<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Clifton D. Bryant, 2011. The Routledge Handbook of Deviant Behavior. NewYork: Routledge.</li> <li>Ciek Julyati Hisyam, 2018. Perilaku Menyimpang Tinjauan Sosiologi. Solo: Bumi Aksara</li> </ol> <p><b>Supporters:</b></p>
-------------------	---

1. Akers, R. L., Krohn, M. D., Lanza-Kaduce, L., & Radosevich, M. (1995). Social learning and deviant behavior: A specific test of a general theory. *Contemporary masters in criminology*, 187-214.
2. Clinard, M. B., & Meier, R. F. (2015). *Sociology of deviant behavior*. Cengage Learning.
3. Appelbaum, S. H., Iaconi, G. D., & Matousek, A. (2007). Positive and negative deviant workplace behaviors: causes, impacts, and solutions. *Corporate Governance: The international journal of business in society*, 7(5), 586-598.
4. Phelan, J. C. (2005). Geneticization of deviant behavior and consequences for stigma: The case of mental illness. *Journal of health and social behavior*, 46(4), 307-322.
5. Kaplan, H. B., Johnson, R. J., & Bailey, C. A. (1987). Deviant peers and deviant behavior: Further elaboration of a model. *Social Psychology Quarterly*, 277-284.
6. Conrad, P. (1975). The discovery of hyperkinesis: Notes on the medicalization of deviant behavior. *Social problems*, 23(1), 12-21.
7. Humphrey, J. A., & Palmer, S. (2013). *Deviant behavior: Patterns, sources, and control*. Springer Science & Business Media.
8. Hanimoglu, E. (2018). Deviant Behavior in School Setting. *Journal of Education and Training studies*, 6(10), 133-141.
9. Habsy, B. A., Mufidha, N., Shelomita, C., Rahayu, I., & Muckorobin, M. I. (2023). Filsafat Dasar dalam Konseling Psikoanalisis: Studi Literatur. *Indonesian Journal of Educational Counseling*, 7(2), 189-199.

**Supporting lecturer**  
 Dr. Denok Setiawati, M.Pd., Kons.  
 Dr. Wiryono Nuryono, S.Pd., M.Pd.  
 Dr. Bakhrudin All Habsy, 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	Mastering the concept of deviant social behavior from a sociological and cultural perspective as well as the criteria for deviant behavior	able to explain the meaning of deviant behavior, able to describe deviant behavior from a sociological and cultural perspective, able to describe the criteria for deviant behavior.	<b>Criteria:</b> 1. Activeness (quantity of participating) 2. Organization of ideas/arguments 3. Accuracy of argument 4. Use of Language: Accuracy, Clarity, Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)  <b>Form of Assessment :</b> Participatory Activities	case study 2 X 50		<b>Material:</b> concept of deviant social behavior from a sociological and cultural perspective and criteria for deviant behavior. <b>Reference:</b> <i>Clifton D. Bryant, 2011. The Routledge Handbook of Deviant Behavior. New York: Routledge.</i>	3%
2	Mastering the concept of deviant social behavior from a sociological and cultural perspective as well as the criteria for deviant behavior	able to explain the meaning of deviant behavior, able to describe deviant behavior from a sociological and cultural perspective, able to describe the criteria for deviant behavior.	<b>Criteria:</b> 1. Activeness (quantity of participating) 2. Organization of ideas/arguments 3. Accuracy of argument 4. Use of Language: Accuracy, Clarity, Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	case study 2 X 50		<b>Material:</b> concept of deviant social behavior from a sociological and cultural perspective and criteria for deviant behavior. <b>Reference:</b> <i>Clifton D. Bryant, 2011. The Routledge Handbook of Deviant Behavior. New York: Routledge.</i>	4%

3	Mastering the theory of deviant social behavior	Able to study theories of deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating)</li> <li>2. Organization of ideas/arguments</li> <li>3. Accuracy of argument Use of Language Accuracy Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>4. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> Mastering the theory of deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	2%
4	Mastering the theory of deviant social behavior	Able to study theories of deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating)</li> <li>2. Organization of ideas/arguments</li> <li>3. Accuracy of argument Use of Language Accuracy Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>4. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	project based learning 2 X 50		<p><b>Material:</b> Mastering the theory of deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	4%
5	Students are able to describe the factors that cause deviant social behavior	Able to explain the factors that cause deviant social behavior. Able to describe the factors that cause deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating)</li> <li>2. Organization of ideas/arguments Accuracy of arguments</li> <li>3. Use of Language</li> <li>4. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Project based learning 2 X 50		<p><b>Material:</b> factors causing deviant social behavior <b>Reference:</b> <i>Clifton D. Bryant, 2011. The Routledge Handbook of Deviant Behavior. New York: Routledge.</i></p>	3%

6	Students are able to describe the factors that cause deviant social behavior	1.Able to explain the factors that cause deviant social behavior. Able to describe the factors that cause deviant social behavior 2.4	<b>Criteria:</b> 1.Activeness (quantity of participating) 2.Organization of ideas/arguments Accuracy of arguments 3.Use of Language 4.Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis  <b>Form of Assessment :</b> Participatory Activities	Project based learning 2 X 50		<b>Material:</b> factors causing deviant social behavior <b>Reference:</b> Clifton D. Bryton D. Bryant, 2011. <i>The Routledge Handbook of Deviant Behavior.</i> New York: Routledge.	4%
7	Students are able to differentiate and identify various types of social deviant behavior	Able to distinguish various kinds of deviant social behavior with various types. Able to identify differences in various kinds of deviant social behavior with various types.	<b>Criteria:</b> 1.Activeness (quantity of participating)Organization of ideas/arguments 2.Accuracy of argument 3.Use of Language 4.Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis  <b>Form of Assessment :</b> Participatory Activities	Project based learning 2 X 50		<b>Material:</b> various types of social deviant behavior <b>Reference:</b> Clifton D. Bryant, 2011. <i>The Routledge Handbook of Deviant Behavior.</i> New York: Routledge.	3%
8	Students are able to differentiate and identify various types of social deviant behavior	Able to distinguish various kinds of deviant social behavior with various types. Able to identify differences in various kinds of deviant social behavior with various types.	<b>Criteria:</b> 1.Activeness (quantity of participating)Organization of ideas/arguments 2.Accuracy of argument 3.Use of Language 4.Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) 5.For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis  <b>Form of Assessment :</b> Participatory Activities, Tests	Project based learning 2 X 50	UTS	<b>Material:</b> various types of social deviant behavior <b>Reference:</b> Clifton D. Bryant, 2011. <i>The Routledge Handbook of Deviant Behavior.</i> New York: Routledge.	20%
9	UTS	Students identify deviant behavior in society	<b>Criteria:</b> accuracy and suitability  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Project based learning 2 X 50		<b>Material:</b> analyzing deviant social behavior <b>References:</b> Clifton D. Bryant, 2011. <i>The Routledge Handbook of Deviant Behavior.</i> New York: Routledge.	5%

10	Students are able to analyze deviant social behavior	Students identify deviant behavior in society	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating)</li> <li>2. Organization of ideas/arguments</li> <li>3. Accuracy of argument</li> <li>4. Use of Language</li> <li>5. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) For product assessment (written reports) consider the completeness aspect of the report - analysis results - dynamic system</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Study 2 X 50		<p><b>Material:</b> analyzing deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	4%
11	Students are able to analyze deviant social behavior	Students identify deviant behavior in society	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating)</li> <li>2. Organization of ideas/arguments</li> <li>3. Accuracy of argument</li> <li>4. Use of Language</li> <li>5. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation) For product assessment (written reports) consider the completeness aspect of the report - analysis results - dynamic system</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Study 2 X 50		<p><b>Material:</b> analyzing deviant social behavior <b>References:</b> <i>Clifton D. Bryant, 2011. The Routledge Handbook of Deviant Behavior. New York: Routledge.</i></p>	3%
12	Students are able to design handling of deviant social behavior	Students identify problems of deviant social behavior. Students design handling of deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of argument</li> <li>3. Use of Language</li> <li>4. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case study 2 X 50		<p><b>Material:</b> handling deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	4%

13	Students are able to design handling of deviant social behavior	Students identify problems of deviant social behavior. Students design handling of deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of argument</li> <li>3. Use of Language</li> <li>4. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case study 2 X 50		<p><b>Material:</b> handling deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	4%
14	Students are able to design handling of deviant social behavior	Students identify problems of deviant social behavior. Students design handling of deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of argument</li> <li>3. Use of Language</li> <li>4. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Case study 2 X 50		<p><b>Material:</b> handling deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	3%
15	Students are able to design handling of deviant social behavior	Students identify problems of deviant social behavior. Students design handling of deviant social behavior	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Activeness (quantity of participating) Organization of ideas/arguments</li> <li>2. Accuracy of argument</li> <li>3. Use of Language</li> <li>4. Accuracy, Clarity of Attitude and intonation during discussion/question and answer (voice-expression, volume and intonation)</li> <li>5. For product assessment (written reports), consider aspects of the completeness of the report - the results of the dynamic system analysis</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Case study 2 X 50		<p><b>Material:</b> handling deviant social behavior <b>Reference:</b> <i>Ciek Julyati Hisyam, 2018. Deviant Behavior Sociological Review. Solo: Earth of Letters</i></p>	4%

16	UAS	UAS	<b>Criteria:</b> UAS  <b>Forms of Assessment :</b> Participatory Activities, Portfolio Assessment, Tests	UAS 2 X 50		<b>Material:</b> deviant social behavior <b>Reference:</b> Clifton D. Bryant, 2011. <i>The  Routledge  Handbook of  Deviant  Behavior.</i> New York: Routledge.	30%
----	-----	-----	---	---------------	--	--	-----

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	58%
2.	Project Results Assessment / Product Assessment	3.17%
3.	Portfolio Assessment	17.5%
4.	Practice / Performance	1.33%
5.	Test	20%
		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** 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.
- 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.