



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Bachelor of History Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight		SEMESTER	Compilation Date											
CONTEMPORARY INDONESIAN HISTORY	8720102251	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	6 February 2, 2024											
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator												
	Drs. Sumarno, M.Hum. Dr. Wisnu, M.Hum.		Drs. Sumarno, M.Hum.		Dr. Wisnu, M.Hum.												
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology															
	PLO-16	Mastering historical material in temporal, spatial and thematic aspects as a basis for developing knowledge and skills competencies in learning history															
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O	PLO-8	PLO-16													
	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	This course examines the history of Contemporary Indonesia from the New Order to the Reformation period, the causes of the 1965 G30S/PKI incident, efforts to suppress the PKI movement, efforts to restore security after the 1965 PKI rebellion, the idea of the birth of the New Order, efforts made to ensure security and stability New Order politics, political, governmental, economic, social and cultural policies during the New Order period, the results of development during the New Order period, the end of the New Order government, the causes of the birth of the Reformation, the events of the 1998 Reformation and its impact on the national and constitutional life of the Republic of Indonesia. Learning is carried out using problem based learning, presentations, discussions, assignments. Assessment using written tests and non-tests.																
References	Main :																
	1. RP Soejono dan RZ Leirizza. 2009. Sejarah Nasional Indonesia 6 Zaman Jepang dan Zaman Republik . Jakarta : Balai Pustaka. Taufik Abdullah dan AB Lopian (editor . 2012. Indonesia dalam Arus Sejarah 8, Masa Orde Baru dan Reformasi . Jakarta: PT Icthiar Baru van Hoeve. Ricklefs, MC. 2009. Sejarah Indonesia Modern, 1200-2008 . Jakarta: PT Serambi. Fictor M Fic. 2005. 1 Oktober 1965, sebuah Studi tentang Konspirasi . Jakarta: Yayasan Obor. Murtianto Th Bambang. 2011. Prolog G 30S 1965 Asal Usul Dokumen Gilchrist . Bogor: Insan Merdeka.																
	Supporters:																
Supporting lecturer	Drs. Sumarno, M.Hum. Drs. Artono, M.Hum. Eko Satriya Hermawan, S.Hum., M.A. Rojil Nugroho Bayu Aji, S.Hum., 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	Scope of Contemporary Indonesian History (1965-1998)	2. Be able to explain the scope of Contemporary Indonesian History (1965-1998)	Criteria: Very good = 4, Good = 3, Fair = 2, Poor = 1 Form of Assessment : Participatory Activities	Talks, Questions and Answers 2 X 50			5%										
2	Analyzing the 1965 G.30.S/PKI Rebellion and its Suppression	1. Able to analyze the background of the 1965 G.30 S/PKI rebellion based on credible historical sources 2. Explain the events of the 1965 G.30 S/PKI 3. Explain the process of crushing the 1965 G.30 S/PKI movement 4. Explain the decline of SUPERSEMAR 5. Explain the impact Social and Political after G30S/PKI 1965	Criteria: Very good = 4, Good = 3, Fair = 2, Poor = 1 Form of Assessment : Participatory Activities	The G.30 S/PKI incident in 1965 and its crackdown and impact. 2 X 50			5%										

3	Transfer of power from the Old Order to the New Order (1966-1967)	1. Analyze the Soekarno-Suharto dualism of power. 2. Explain the birth of the Ampera Cabinet. 3. Explain the birth of the student movement and demands	Criteria: idem Form of Assessment : Participatory Activities	same 2 X 50			5%
4	Transfer of power from the Old Order to the New Order (1966-1967)	1. The birth of the concept of Nawaksara by Soekarno 2. Explaining the end of Soekarno's rule to Suharto in 1967 3. Explaining the advantages and disadvantages of the Old Order period	Criteria: idem Form of Assessment : Participatory Activities	PresentationDiscussionQuestions and answers 2 X 50			5%
5	Political developments and government during the New Order period	1. Analyze the concept of the New Order and its policies during the transition period. 2. Explain the New Order's policies in the political field. 3. Explain the New Order's policies in the field of development (REPELITA) 4. Explain the system of government/democracy during the New Order 5. Explain the birth of the student protest movement New Order period (Malar)	Criteria: idem Form of Assessment : Participatory Activities	1. Lecture form and structured assignments 2. Lecture method, discussion, literature review, presentation, question and answer 2 X 50			5%
6	Political developments and government during the New Order period	Explaining the concept of dual function of ABRI and its implementation during the New Order era. The Role of the Military in Politics/Government during the New Order 1. Explain the birth of the P4 policy 1. Explain the birth of the Pancasila Single Principle policy	Criteria: idem Form of Assessment : Participatory Activities	same 2 X 50			5%
7	Political developments and government during the New Order period	1. Explain the birth of the P4 policy 1. Explain the birth of the Pancasila Single Principle policy	Criteria: idem Form of Assessment : Participatory Activities	same 2 X 50			5%
8	UTS	UTS	Criteria: UTS Form of Assessment : Test	UTS 2 X 50			15%
9	Economic development during the New Order	1. Analyze the economic system policies of the New Order period. 2. Explain the economic growth policies of the New Order era	Criteria: IDEM Form of Assessment : Participatory Activities	1. Face-to-face lecture form and structured assignments 2. Lecture method, discussion, literature study, presentation, question and answer. 2 X 50			5%
10	1. Explain the background to East Timor's integration. 2. Contextually analyze the separation of East Timor	Integration of East Timor into the Republic of Indonesia up to and including its separation from the Republic of Indonesia	Criteria: IDEM Form of Assessment : Participatory Activities	1. Face-to-face lecture form and structured assignments 2. Lecture method, discussion, literature study, presentation, question and answer. 2 X 50			5%
11	Social, cultural and educational developments during the New Order	1. Analyze social and cultural developments during the New Order period. 2. Explain the SD Inpres policy during the New Order period	Criteria: IDEM Form of Assessment : Participatory Activities	1. Lecture form and structured assignments 2. Lecture method, discussion, literature study, presentation, question and answer. 2 X 50			5%
12	The emergence of the Security Disruption Movement (GPK) during the New Order era	1. Analyze the emergence of radical/terrorist religious movements during the New Order period (airplane hijackings and radical religious movements) 2. Explain various GPK events during the New Order period (Tanjung Priuk, Talangsari Lampung, etc.)	Criteria: IDEM Form of Assessment : Participatory Activities	1. Lecture form and structured assignments 2. Lecture method, discussion, literature study, presentation, question and answer. 2 X 50			5%
13	Analyzing the 1997 ELECTION events and their impact	1. Explain the economic crisis at the end of the New Order period. 2. Explain the shooting incident of a Trisakti student and its impact. 3. Explain the impact of the economic crisis on the political/trust crisis and the fall of New Order power under Soeharto 4. The advantages and disadvantages of the New Order period 5. Compare the model of power during the Old Order and the New Order period	Criteria: IDEM Form of Assessment : Participatory Activities	1. Lecture form and structured assignments 2. Lecture method, discussion, literature study, presentation, question and answer. 2 X 50			5%
14	Analyzing the process of the 1998 Reformation (the change of President from Soeharto to BJ. Habib)	2. Analyzing various student demands for reform (law, regional autonomy, dual function of ABRI, KKN, Suharto's justice) 3. Explaining political and government policies during the early days of reform 4. Analyzing the impact of reform on the Republic of Indonesia's constitutional system to date (changes in the highest institutions and institutions state level) 5. Explain the amendments to the 1945 Constitution and their impact on the Indonesian Political/Democratic system to date (Changes to articles) 6. Analyze the birth of various institutions/Commissions/Agencies during the reform period and their impact on state costs to date	Criteria: IDEM Form of Assessment : Participatory Activities	Lectures, Presentations, discussions, Questions and answers 2 X 50			5%

15	The 1998 reform and its impact on the Indonesian constitutional system to date	1. Analyzing the impact of reform in economic policy regulations 2. Explaining the impact of reform in the field of human rights (Komnas HAM, ETC.) 3. Explaining the emergence of new ideologies (radical-terrorists, OTB, Armed Criminal Groups (KKB) etc. 4. The Rise of Communism /New Style PKI (KGB) with a formless/partyless method (through demands to the international court against the Republic of Indonesia, government apology to the PKI, efforts to remove the curriculum (1999) related to the PKI rebellion. Erasing various regulations related to the prohibition of the PKI, dissemination of PKI Opinions as Victims, Efforts to Form a TRC Law which will prosecute the PKI destroyers/1965 Pancasila defenders, demanding freedom to spread PKI logos/symbols, etc.)	Criteria: IDEM Form of Assessment : Participatory Activities	IDEM 2 X 50			5%
16			Form of Assessment : Test				15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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.