



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
History of Colonial Indonesia	8720103140	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Drs. Sumarno, 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																		
	Program Objectives (PO)																			
	PO - 1	Able to explain the Scope of Indonesian History during the Colonial Period.																		
	PLO-PO Matrix																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>		P.O	PLO-8	PO-1														
P.O	PLO-8																			
PO-1																				

Short Course Description	Examining Ocean Exploration and the Development of European Colonization, the Concept of Colonialism and Imperialism, European Colonization of Indonesia, the Period of Indonesian Colonialism under VOC rule, Dutch East Indies Rule in Indonesia in the name of France, British Rule in Indonesia, Indonesia under Dutch East Indies Rule: The Period Forced Cultivation, People's Resistance to Colonialism, the Liberal Political Period (Open Door), the emergence of the humanist group and the emergence of the idea of Ethical Politics/Revenge.
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References	Main :	
		<ol style="list-style-type: none"> Depdikbud. 2013. Indonesia dalam Arus Sejarah IV. Jakarta: Ikhtiar Baru. M.C. Riklefs, 1985. Sejarah Modern Indonesia . Yogyakarta: UGM Press. Marwati J dkk. 2004. Sejarah Nasional Indonesia IV. Jakarta : Balai Pustaka Suarno dan Wisnu. 2018. Buku Ajar Sejarah Indonesia Masa Kolonial. Surabaya: Unesa Pres Aminuddin Kasdi. 2011. Perkembangan Birokrasi Tradisional di Jawa Pada Abad XIV-XVII (Kajian pada Periode Akhir Mataram). Surabaya : Unesa University Press. Aminuddin Kasdi. 2011. Abad 19, Episode Feodalisasi & Modernisasi Dalam Sejarah Indonesia . Surabaya: Universitas Negeri Surabaya University Press. R.Ng. Purbatjaroko, 1952. Kapustakan Jawi. Jakarta: Jambatan.
	Supporters:	<ol style="list-style-type: none"> Aminuddin Kasdi. 2011. Perkembangan Birokrasi Tradisional di Jawa Pada Abad XIV-XVII (Kajian pada Periode Akhir Mataram). Surabaya : Unesa University Press. Aminuddin Kasdi. 2011. Abad 19, Episode Feodalisasi & Modernisasi Dalam Sejarah Indonesia. Surabaya: Universitas Negeri Surabaya University Press. Sartono Kartodirjo. 1984. Peradaban Priyayi. Yogyakarta: UGM Press.

Supporting lecturer	Dr. Wisnu, M.Hum. Drs. Sumarno, M.Hum. Eko Satriya Hermawan, S.Hum., M.A.
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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	Explaining the Concepts of Colonialism and Imperialism.	1. Be able to explain the scope of material on the history of Colonial Indonesia	Criteria: Student activity, Arguing, Asking, Opinion Form of Assessment : Participatory Activities	Friendly question and answer session, division of tasks 3 X 50	Gmeet/Zoom Q&A	Material: Scope of Indonesian History during the Colonial Period. Library: <i>Department of Education and Culture. 2013. Indonesia in the Flow of History IV. Jakarta: New Efforts.</i>	5%
2	Ability to explain the concepts of colonialism and imperialism	1.1. Be able to explain the concept of colonialism 2.2. Explain the concept of Imperialism 3.3. Similarities and Differences between Colonialism and Imperialism	Criteria: Activeness in lectures, Arguing, Asking Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Responses, Tutorials 3 X 50	Presentation, Q&A	Material: Concept of Colonialism and Imperialism Library: <i>Department of Education and Culture. 2013. Indonesia in the Flow of History IV. Jakarta: New Efforts.</i>	6%
3	Analyze the background of Western exploration into the Eastern world and its impact in various fields	1.1. Be able to explain the background to the exploration of Western nations into the Eastern world 2.2. Be able to explain the TORDESLAS and SARAGOSA agreements 3.3. Explain the impact of exploration to the Eastern world on various fields of science (proving that the earth is round, the birth of thinkers in politics/government) 4.4. Explain the impact of exploration to the Eastern world on religious reform and freedom of thought.	Criteria: Presence Argue Ask Ask Opinion Form of Assessment : Participatory Activities	Lectures, Responses, Tutorials 3 X 50	Presentations, questions and answers	Material: Background to the exploration of Western Nations into the Eastern world and its impact in various fields. Reference: <i>Department of Education and Culture. 2013. Indonesia in the Flow of History IV. Jakarta: New Efforts.</i>	8%
4	explains the arrival and colonization of Western nations in Indonesia	1.1. Be able to explain the arrival of the Portuguese and Spanish 2.2. Explain the arrival of the British 3.3. Explain the arrival of the Dutch.	Criteria: Presence, Activeness, Arguing, Opinion Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Presentations, DISCUSSIONS 3 X 50	Presentation, Q&A	Material: The Arrival and Colonization of Western Nations in Indonesia References:	6%
5	Ability to analyze Dutch Colonialism and Imperialism in Indonesia on behalf of the VOC Government.	1.1. Able to analyze the background to the formation of the VOC 2.2. Explain the VOC rights and monopoly system 3.3. Explain the VOC Government System	Criteria: 1. Presence 2. Activeness in arguing Asking questions Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Presentations, QUESTIONS AND ANSWERS 3 X 50	Presentation, Q&A	Material: Dutch colonialism and imperialism in Indonesia in the name of the VOC government. References:	6%
6	analyzing Dutch Colonialism and Imperialism in Indonesia in the name of the VOC Government.	1.1. Able to analyze the background to the formation of the VOC 2.2. Explain the VOC rights and monopoly system 3.3. Explain the VOC Government System	Criteria: 1. Presence 2. Active Arguing Asking Form of Assessment : Participatory Activities	Lectures, Presentations, discussions/questions and answers 3 X 50	Presentation, Q&A	Material: Dutch colonialism and imperialism in Indonesia in the name of the VOC government. Library: <i>Department of Education and Culture. 2013. Indonesia in the Flow of History IV. Jakarta: New Efforts.</i>	6%

7	Analyzing Dutch East Indies Power in Indonesia on behalf of France	<p>1.1. Be able to explain the background of the Napoleonic Wars in Europe and its relationship with power in the Netherlands.</p> <p>2.2. Explain the impact of French rule in the Netherlands and French rule in the Dutch East Indies.</p> <p>3.3. Be able to explain the policies of Governor General Herman Willem Daendels (1808-1811).</p> <p>4.4. Explain the power of Daendels' successor and the causes of the collapse of French power in Indonesia</p>	<p>Criteria:</p> <p>1. Presence 2. Activeness in arguing Asking questions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussion presentations, group work 3 X 50	Presentation, Q&A	<p>Material: Dutch East Indies power in Indonesia in the name of France Reference: <i>Department of Education and Culture. 2013. Indonesia in the Flow of History IV. Jakarta: New Efforts.</i></p>	9%
8	UTS Ability to carry out UTS assignments in the form of Projects and Problem Solving in the history of the Colonial Period	<p>1. Able to do written test questions in essay form</p> <p>2.2. Can work according to the specified time</p>	<p>Criteria: Answers are argumentative according to the signs</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	written test 3 X 50	WA Group	<p>Material: UTS Reference: <i>Marwati J et al. 2004. Indonesian National History IV. Jakarta: Balai Pustaka</i></p>	17%
9	Explaining the background of British rule in Indonesia and the Raffles Government's policies in Indonesia	<p>1.1. Be able to explain the relationship between Dutch and British power in Europe.</p> <p>2.2. Be able to explain the background of British rule in Indonesia</p> <p>3.3. Able to explain the policies of Governor General Thomas Stamford Raffles in Indonesia</p>	<p>Criteria:</p> <p>1. presence 2. activeness in arguing, asking questions</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Presentations, discussions, questions and answers 3 X 50	Presentations, Q&A	<p>Material: British Rule in Indonesia (1811-1816) Library: <i>Depdikbud. 2013. Indonesia in the Flow of History IV. Jakarta: New Efforts.</i></p>	6%
10	Able to analyze the power of the Dutch East Indies in Indonesia replacing England	<p>1.1. Mampu explains the end of the Napoleonic Wars in Europe and the end of British rule in Indonesia</p> <p>2.2. Be able to explain the return of Dutch East Indies rule to replace British rule in Indonesia.</p> <p>3.3. Able to explain the policies of the Dutch East Indies government.</p>	<p>Criteria:</p> <p>1. presence 2. Activeness in arguing Asking questions and opinions</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, Presentations, Discussions, questions and answers 3 X 50	Presentation, Q&A	<p>Material: Dutch East Indies power in Indonesia replaced England Reference: <i>Marwati J et al. 2004. Indonesian National History IV. Jakarta: Balai Pustaka</i></p>	6%
11	Ability to analyze the background to the implementation of the forced cultivation system (cultuur stelsel).	<p>1.1. Be able to explain the Dutch East Indies system of power after Raffles.</p> <p>2.2. Able to analyze the reasons for the implementation of the Forced Cultivation Policy</p> <p>3. Able to analyze the impact of implementing the Forced Cultivation Policy</p>	<p>Criteria:</p> <p>1. Presence 2. Activeness in asking, Arguing, Opinion</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Presentations, Discussions 3 X 50	Presentation, Q&A	<p>Material: Background to the Implementation of the Forced Cultivation system (cultuur stelsel) References: <i>Sumarno and Wisnu. 2018. Textbook of Indonesian History during the Colonial Period. Surabaya: Unesa Pres</i></p>	0%

12	Ability to analyze Dutch East Indies Government Policy regarding the implementation of the Liberal Political system in Indonesia	<p>1.1. Be able to analyze the relationship between the French Revolution and the development of liberalism in Europe</p> <p>2.2. Be able to explain the impact of the development of the Liberal Party's power in the Netherlands on Indonesia</p> <p>3.3. Able to analyze liberal political policies in Indonesia</p>	<p>Criteria:</p> <p>1. Presence</p> <p>2. Activeness in asking, Arguing, Opinion</p> <p>Form of Assessment :</p> <p>Participatory Activities</p>	Lectures, presentations, discussions, questions and answers 3 X 50	Presentation, Q&A	<p>Material:</p> <p>Dutch East Indies Government policy regarding the implementation of the Liberal Political system in Indonesia</p> <p>Reader:</p> <p>Sumarno and Vishnu. 2018. <i>Textbook of Indonesian History during the Colonial Period.</i> Surabaya: Unesa Pres</p>	6%
13	Analyzing the Emergence of the Humanist Group and the Growth of New Ideas for Ethical/Revengeful Politics in the Dutch East Indies	<p>1.1. Able to identify Humanist Figures</p> <p>2.2. Analyze the role of the Humanist group and the growth of ethical political ideas</p>	<p>Criteria:</p> <p>1. Presence</p> <p>2. Active questioning Arguing/opinionating</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, Presentations, Discussions 3 X 50	Presentation, Q&A	<p>Material:</p> <p>The emergence of the Humanist Group and the growth of New Ideas for Ethical Politics/Balas Budi in the Dutch East Indies</p> <p>Reference:</p> <p>Sumarno and Vishnu. 2018. <i>Textbook of Indonesian History during the Colonial Period.</i> Surabaya: Unesa Pres</p>	8%
14	Ability to identify people's resistance to Dutch colonialism in Indonesia.	<p>1.1. Able to explain the people's resistance during the VOC period (Pattimura in Ambon, R. Trunjoyo's resistance, Untung Suropoati's resistance, etc.)</p> <p>2.2. Be able to explain the people's resistance to the Dutch East Indies government (Diponegoro War and its impact on Indonesian history, Imam Bonjol (Paderi) resistance in West Sumatra, etc.)</p>	<p>Criteria:</p> <p>1. Presence</p> <p>2. Activeness/presence, asking questions. Arguing/having an opinion</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, Presentations, Discussions. 3 X 50	Presentation, Q&A	<p>Material:</p> <p>People's resistance to Dutch colonialism in Indonesia.</p> <p>Bibliography:</p> <p>Sumarno and Vishnu. 2018. <i>Textbook of Indonesian History during the Colonial Period.</i> Surabaya: Unesa Pres</p>	5%
15	Ability to explain the Dutch East Indies Government Bureaucratic System	<p>1.1. Be able to explain the Dutch East Indies Government Bureaucratic System</p> <p>2.2. Be able to describe the movement of traditional power in Java during the Dutch East Indies government</p> <p>3.3. Be able to explain the relationship between the Dutch East Indies Government Bureaucratic system and the Indonesian Royal Bureaucracy</p>	<p>Criteria:</p> <p>1. Presence</p> <p>2. Actively asking questions. Arguing/having an opinion</p> <p>Form of Assessment :</p> <p>Participatory Activities</p>	Lectures, Presentations, Discussions 3 X 50	Presentation, Q&A	<p>Material:</p> <p>Dutch East Indies Government Bureaucratic System</p> <p>Reference:</p> <p>Sumarno and Vishnu. 2018. <i>Textbook of Indonesian History during the Colonial Period.</i> Surabaya: Unesa Pres</p>	6%

16	1.UAS 2.Ability to complete the End of Semester Evaluation / End of Semester Examination on History of the Colonial Period	1.Able to do UAS questions 2.2. Work on non-test questions in performance/project form 3.3. Able to take the final semester exam in the form of a test/non-test in the form of a simple oral history report using historical sources from the Colonial Period	Criteria: According to the answer signs Form of Assessment : Project Results Assessment / Product Assessment	Written Test, Non-Test/Product Assessment 3 X 50		Material: Final Semester Exam Reader: <i>Sumarno and Vishnu. 2018. Textbook of Indonesian History during the Colonial Period. Surabaya: Unesa Pres</i>	0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Project Results Assessment / Product Assessment	31.5%
3.	Test	8.5%
		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.