



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 Indonesia during the Islamic Period	8720102138		T=2 P=0 ECTS=3.18	2	July 17, 2024																																																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																																																				
		Septina Alrianingrum, SS, M.Pd	Drs. Sumarno, M.Hum	Dr. Wisnu, M.Hum.																																																																																				
Learning model	Project Based Learning																																																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																							
	PLO-10	Applying psychopedagogy to history learning																																																																																						
	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)																																																																																							
	PO - 1	Able to master the theories of the entry and development of Islam in Indonesia, able to see comprehensively through a multidimensional approach the opinions of experts on the arrival of Islam in Indonesia, the development of the Islamic kingdom government system, the development of Islamic culture in written, visual (material) and traditional forms, as well as the arrival of Western nations in Indonesia with various reactions from independent Islamic rulers																																																																																						
	PO - 2	Methodologically able to comprehensively master knowledge of Indonesian history during the Islamic period																																																																																						
	PO - 3	Able to design and be responsible for concepts and work related to the Islamic era in people's lives independently, systematically and measurably																																																																																						
	PLO-PO Matrix																																																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-10</th> <th>PLO-16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> </tbody> </table>				P.O	PLO-10	PLO-16	PO-1			PO-2			PO-3																																																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																								
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Short Course Description	The Islamic Period Indonesian History course examines with a multidimensional approach the birth of Islam, theories of the entry and development of Islam in Indonesia, the process of Islamization in Indonesia, the development of an Islamic royal government system, the role of Walisanga, the development of Islamic culture in written, visual (material) and form. traditions, acculturation in Islamic culture and local culture, the arrival of Western nations in Indonesia and various reactions from Islamic rulers, through classroom studies, reference studies, laboratories and in the field, then packaging, managing and presenting it as complete knowledge of the development of Islam in Indonesia.																																																																																							

References	Main :						
	<ol style="list-style-type: none"> 1. R P Soedjono dan RZ Leirissa (Editor). 2009. Sejarah Nasional Indonesia III Zaman Peertumubuhan dan Perkembangan Kerajaan Islam di Indonesia. Jakarta: Balai Pustaka. 2. R P Soedjono dan RZ Leirissa (Editor). 2009. Sejarah Nasional Indonesia IV Kemunculan Penjajahan di Indonesia. Jakarta: Balai Pustaka. 3. Taufik Abdullah dan A B Lopian (Editor Umum). 2012. Indonesia dalam Arus Sejarah 3, Kedatangan dan Peradaban Islam. Jakarta: PT Ikhtiar Bari van Hoeve. 4. Taufik Abdullah dan A B Lopian (Editor Umum). 2012. Indonesia dalam Arus Sejarah 4, Kolonisasi dan Perlawanan. Jakarta: PT Ikhtiar Bari van Hoeve. 5. Taufik Abdullah dan Endjat Djaenuderadja (Editor Jilid 1). 2015. Sejarah Kebudayaan Islam Indonesia Jilid 1-5. Jakarta: Direktorat Sejarah dan Nilai Budaya Direktorat Jenderal Kebudayaan Kementerian Pendidikan dan Kebudayaan. 6. Badri Yatim. Sejarah Peradaban Islam. 7. MC Ricklefs. 2008. R Sejarah Indonesia Modern 11200-2008. Jakarta: PT Ikrar 8. Aminuddin Kasdi. 2011. Perkembangan Birokrasi Tradisional di Jawa Pada Abad XIV-XVIII, Kajian Periode Akhir Mataram. Surabaya: Universitas Negeri Surabaya University Press. 9. Adrian Perkasa. 2012. Orang-orang Tionghoa dan Islam di Majapahit. Yogyakarta: Ombak. 10. HJ de Graaf. 1987. Disintegrasi Mataram di Bawah Amangkurat I. Jakarta: Grafitipers. 						
	Supporters:						
	<ol style="list-style-type: none"> 1. Husein Haikal. Sejarah Umat Islam.Referensi Digital. 2. A Daliman. Islamisasi dan Perkembangan Kerajaan-Kerajaan Islam di Indonesia. Yogyakarta: Ombak. 3. Sartono Kartodirjo. 1987. Pengantar Sejarah Indonesia Baru 1500-1900, Dari Emprium Sampai Imperium. Jakarta:PT ,Gramedia. 4. Aminuddin Kasdi, Dkk. 2013. Perjuangan R Trunajaya. Surabaya: Unesa University Press 5. Aminuddin Kasdi. 20013. Perlawanan Para Penguasa Madura atas Hegemoni Jawa pada Abad XVIII. Yogyakarta: Jendela 						
Supporting lecturer	Drs. Sumarno, M.Hum. Drs. Artono, M.Hum. Septina Alrianingrum, S.S., M.Pd. Esa Putra Bayu Gusti Gineung Patridina, S.S., 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	<ol style="list-style-type: none"> 1. Explain the scope of Indonesian history during the Islamic period and learning strategies 2. Tuition contract 3. Explain the history of the birth of Islam in Mecca-Medina and its spread 	<ol style="list-style-type: none"> 1. Students are able to examine the scope of development of Indonesian history during the Islamic period and choose learning strategies 2. Students are able to explain the history of the birth of Islam in Mecca and Medina 3.. Students are able to explain the spread of Islam to various corners of the world/Southeast Asia 	Criteria: <ol style="list-style-type: none"> 1.pre test results (online test) 2.Likert scale assessment 1-4 Form of Assessment : Participatory Activities, Tests				

-Lectures,
brain
storming ,
questions
and answers.

Assignment:

Study independently

2 X 50 10%

2

Analyzing the Theory of Islamic Development in Indonesia, and the Process of Indonesian Islamization

1. Students are able to analyze theories of the development of Islam in Indonesia
2. Students are able to identify the characteristics and historical evidence of theories about the entry of Islam in Indonesia
3. Students are able to explain the means of the Islamization process in Indonesia
4. Students are able to use *inquiry learning* comprehensively to identify theories the arrival of Islam in Indonesia

Criteria:

learner activity through a 1-4 Likert scale assessment

Form of Assessment :

Participatory Activities - Lectures, brain storming, questions and answers. - inquiry learning

2 X 50 5%

3

The process of Islamization in Indonesia and its impact on the development of Islam

1. Students explain the impact of Islamization on the development of Islam in Indonesia
2. Students are able to use *inquiry learning* to comprehensively identify the process and impact of Islamization in Indonesia

Criteria:

Check attendance list
Observation of active questioning, opinion/argument,

Form of Assessment :

Participatory Activities, Tests

- LK-1 presentation, -*brain
storming* , - Question and answer.

Assignment: Explore FACTS through group assignments that have been set at Vinesa

2 X 50 3%

4

Analyzing the Development of Islam in the Transition Period from the Hindu Buddhist Kingdom to the Islamic Kingdom (Majapahit to Demak)

1. Mahasiawa is able to analyze the development of trading towns on the northern coast of Java and the emergence of the Islamic community.
2. Mahasiawa is able to explain the condition of the Maja-Pahit community in the process of transition from Hindu Buddhism to Islam.
3. Students are able to write a story about the process of transition of power from the Majapahit Kingdom to Demak according to the version they understand

Criteria:

meet the assessment score

Assessment Form :

Participatory Activities - Lectures, Presentations, Class Discussions

2 X 50 3%

5

Analyzing the influence of Islam in Indonesia in the social, political, economic and cultural fields

Able to analyze the influence of Islam in Indonesia in the social, political, economic and cultural fields

Form of Assessment :

Participatory Activities, Portfolio Assessment, Practice / Performance

2 X 50 7%

6

Analyzing social, political and cultural developments in Mataram: Study of the Development of Traditional Bureaucracy

Able to analyze social, political and cultural developments in Mataram: Study of the Development of Traditional Bureaucracy

Form of Assessment :

Participatory Activities, Portfolio Assessment, Practice / Performance

2 X 50 10%

7

Idem meeting 6
Idem meeting 6

Criteria:

portfolio

Form of Assessment :

Participatory Activities, Portfolio Assessment
2 X 50 5%

8

1. Students are able to complete the UTS according to project-based instructions and guidelines. 2. Students are able to complete the UTS according to the project completion time instructions according to mutual agreement. 3. Individual students can produce UTS bills in the form of learning media
Able to analyze question items and work on them according to the question instructions

Form of Assessment :

Participatory Activities, Project Result Assessment / Product Assessment, Practice / Performance of project based learning
2 X 50 15%

9

Walisongo's role in the spread of Islam

Analyzing the Development of Islamic Cultural Acculturation through the Spread of Walisongo on the Island of Java

Form of Assessment :

Participatory Activities
2 X 50 0%

10

Identifying the results of Islamic culture in Indonesia: written, physical, artistic and traditional

Able to identify the results of Islamic culture in Indonesia: written, physical, artistic and traditional

Form of Assessment :

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance
2 X 50 10%

11

Analyzing the Arrival of Western Nations in Indonesia

Able to analyze the arrival of Western nations in Indonesia

Form of Assessment :

Participatory Activities, Practice / Performance
2 X 50 5%

12

Analyzing Indonesia under the VOC

Able to analyze Indonesia under the VOC

Form of Assessment :

Participatory Activities
2 X 50 7%

13

Analyzing Resistance to foreign power: Fatahillah, Sultan Agung, Sultan Ageng, Sultan Hasanuddin, Trunajaya, Untung Surapati, Jayengrana and Jayapuspita.

Able to analyze resistance to foreign power: Fatahillah, Sultan Agung, Sultan Ageng, Sultan Hasanuddin, Trunajaya, Untung Surapati, Jayengrana and Jayapuspita.

Form of Assessment :

Participatory Activities
2 X 50 3%

14

Idem meeting 13

Idem meeting 13

Form of Assessment :

Participatory Activities
2 X 50 3%

15

Analyzing the Growth and Development of 13 Cities of the Islamic Period

Able to analyze the growth and development of 13 cities during the Islamic period

Form of Assessment :

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment
2 X 50 4%

16

UAS

UAS

Assessment Form :

2 X 50 10% Test

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	46.99%
2.	Project Results Assessment / Product Assessment	8.83%
3.	Portfolio Assessment	11.99%
4.	Practice / Performance	15.66%
5.	Test	16.5%

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.