



**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
History of Indonesia from Independence to Reformation	8720104225	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	4	February 1, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
		Drs. Sumarno, M.Hum.	Drs. SUMARNO, M.Hum.			Dr. Wisnu, M.Hum.	

<b>Learning model</b>	Case Studies																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																		
	<b>PLO-8</b> Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology																																																		
	<b>Program Objectives (PO)</b>																																																		
	<b>PO - 1</b> Final Conditions of Japanese Dominion and the Formation of BPUPKI and PPKI as well as Events surrounding the Proclamation and the arrival of Sekut																																																		
	<b>PLO-PO Matrix</b>																																																		
	<table border="1" style="margin-left: 40px;"> <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																																																			
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
	<table border="1" style="margin-left: 40px;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

**Short Course Description** Course Description: Study of the process of struggle and structuring of Indonesian national and state life during the early days of Independence, the War of Independence including diplomatic and armed struggles, the RIS Period, the Liberal-Parliamentary Democracy Period, the Guided Democracy Period, the period of national upheaval, Seizing Irian Jaya, Upheaval with Malaysia, and the 1965 G30 S/ PKI revolution, the New Order Period and the Reformation Period. Lectures were achieved through class lectures, presentations and discussions. Project Based Learning Approach

**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 6 . PERANG DAN REVOLUSI. Jakarta: PT Ichtiar Baru van Hoeve.
2. Taufik Abdullah dan AB Lopian (editor). 2012. Indonesia dalam Arus Sejarah 7 . PASCA REVOLUSI. Jakarta: PT Ichtiar Baru van Hoeve.
3. Sumarno, Thomas Nugroho Aji. 2017. Buku Ajar Sjarah Indonesia Masa Revolusi (1945-1965). Unesa Press.
4. Ricklefs, MC 20014. Sejarah Indonesia Modern, 1200-2008 . Jakarta: PT Serambi.
5. Audrey R Kahin dan George Mc T Kahin. 2001 . Subversi Sebagai Politik Luar Negeri, Menyingkap Keterlibatan CIA di Indonesia ( Penerjemah RZ Leirissa. Jakarta: Grafiti.
6. RZ Leirissa. 1997. PRRI Permesta, Membangun Indonesia Tanpa Komunis . Jakarta: Grafiti.
7. Engelen, OE dkk. 1997. Lahirnya Satu Bangsa dan Negara . Jakarta: Universitas Indonesia (UI Press).

**Supporters:**

1. 1. Ricklefs, MC. 20014. Sejarah Indonesia Modern, 1200-2008. Jakarta: PT Serambi.
2. 2. Audrey R Kahin dan George Mc T Kahin. 2001. Subversi Sebagai Politik Luar Negeri, Menyingkap Keterlibatan CIA di Indonesia (Penerjemah RZ Leirissa. Jakarta: Grafiti.
3. 3. Fictor M Fic. 2005. 1 Oktober 1965, sebuah Studi tentang Konspirasi. Jakarta: Yayasan Obor.
4. 4. Murtianto, Th Bambang. 2011. Prolog G 30S 1965 Asal Usul Dokumen Gilchrist. Bogor: Insan Merdeka.
5. 5. Engelen, OE dkk. 1997. Lahirnya Satu Bangsa dan Negara. Jakarta: Universitas Indonesia (UI Press).

**Supporting lecturer** Drs. Sumarno, M.Hum.  
 Dr. Moch. Mubarak Muharam, M.IP.  
 Eko Satriya Hermawan, S.Hum., M.A.  
 Rojil Nugroho Bayu Aji, S.Hum., M.A.  
 Dinar Rizky Listyaputri, 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	Scope of Ind History: Independence Period to Reformation, End of Japanese Power and Formation of BPUPKI and PPKIR Scope of Ind History, Independence Period to Reformation	<p>1.1. Be able to explain the end of Japanese rule and the formation of BPUPKI and PPKI</p> <p>2.2. Able to analyze events surrounding the Proclamation</p> <p>3.3. Explain the figures who played a role in the lead up to the Proclamation and the arrival of the allies</p> <p>4.4. Analyze the motives for the arrival of the Allies</p> <p>5.5. Explain the legal basis for the Allies' arrival in Indonesia</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture, Discussion, Question and Answer, 4 X 50		<p><b>Material:</b> Formation of BPUPKI and PPKI as well as the Formulation of State Basics and Events surrounding the Proclamation and the arrival of the allies.</p> <p><b>Bibliography:</b> <i>RP Soejono and RZ Leirizza. 2009. Indonesian National History 6. Japanese Era and Republican Era. Jakarta: Library Hall. Taufik Abdullah and AB Lapijan (editors). 2012. Indonesia in the Flow of History 6. WAR AND REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	7%
2	Analyzing political and governmental developments during the war of independence (1945-1949)	<p>1.1. Explain the background to the issuance of Vice Presidential Decree No. X/16 October 1945, the government's prosperity on November 3, 1945 was talked to the parties, and the government's prosperity on November 14, 1945 was the formation of the Perlemmeter Cabinet at the beginning of independence</p> <p>2.2. Explain the formation of government institutions and political institutions at the beginning of independence</p> <p>3.3. Able to analyze political and government developments during the war of independence (1945-1949)</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture, Discussion, Question and Answer, 4 X 50	Lectures, Discussions, Questions and Answers,	<p><b>Material:</b> Formation of BPUPKI and PPKI as well as the Formulation of State Basics and Events surrounding the Proclamation and the arrival of the allies.</p> <p><b>Bibliography:</b> <i>RP Soejono and RZ Leirizza. 2009. Indonesian National History 6. Japanese Era and Republican Era. Jakarta: Library Hall. Taufik Abdullah and AB Lapijan (editors). 2012. Indonesia in the Flow of History 6. WAR AND REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p> <hr/> <p><b>Material:</b> 2. Events surrounding the Proclamation, the role of figures in the Proclamation and the arrival of allies, 3. Political and government developments during the war of independence (1945-1949)</p> <p><b>Bibliography:</b> <i>Taufik Abdullah and AB Lapijan (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	5%

3	Analyzing the Indonesian Nation's Struggle at the Beginning of Independence (1945-1949)	<p>1.1. Be able to explain the physical form of struggle at the beginning of Indonesian independence.</p> <p>2.2. Able to analyze the form of the early diplomatic struggle for Indonesian independence</p> <p>3.3. Analyzing the 1948 PKI Madiun Rebellion (Analyzing the Background of the 1948 PKI Madiun Rebellion and the impact of the 1948 PKI Madiun Rebellion)</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Presentations, Discussions, Questions and Answers, Assignments 4 X 50	Lectures, Discussions, Questions and Answers,	<p><b>Material:</b> Formation of BPUPKI and PPKI as well as the Formulation of State Basics and Events surrounding the Proclamation and the arrival of the allies. <b>Bibliography:</b> <i>RP Soejono and RZ Leirizza. 2009. Indonesian National History 6. Japanese Era and Republican Era. Jakarta: Library Hall. Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 6. WAR AND REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p> <p><b>Material:</b> 3. Political and governmental developments during the war of independence (1945-1949), the struggle of the Indonesian people at the beginning of Indonesian independence (physical struggle and struggle through diplomacy), the Madiun PKI rebellion in 1948.</p> <p><b>References:</b></p>	5%
4	Analyzing economic, socio-cultural and educational conditions during the early days of Indonesian independence (1945-1949)	<p>1.1. Able to analyze economic conditions at the beginning of independence</p> <p>2.2. Analyze the socio-cultural conditions at the beginning of Independence</p> <p>3.3. Analyze the development of education during the early period of Indonesian independence (1945-1949)</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, Presentations, Discussions, Questions and Answers, Assignments 4 X 50	Lectures, Discussions, Questions and Answers,	<p><b>Material:</b> 4. Economic, socio-cultural and educational conditions during the early days of Indonesian independence (1945-1949) <b>Bibliography:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	5%
5	Analyzing the Formation of the United Republic of Indonesia (RIS 1949/1950)	<p>1.1. Able to analyze the formation of the United Republic of Indonesia (RIS)</p> <p>2.2. Able to analyze changes from RIS to a Unitary State with a Liberal/Parliamentary System</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Presentations, Discussions, Questions and Answers, Assignments 4 X 50	Lectures, Discussions, Questions and Answers,	<p><b>Material:</b> 5. Formation of the United Republic of Indonesia (RIS) and the change from RIS to NKRI. <b>Bibliography:</b> <i>RP Soejono and RZ Leirizza. 2009. Indonesian National History 6. Japanese Era and Republican Era. Jakarta: Library Hall. Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 6. WAR AND REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	5%

6	Analyzing the Indonesian political system and government during the Parliamentary Democracy period (1950-1959)	<p>1.1. Able to analyze the Indonesian political system and government during the Parliamentary Democracy period (1950-1959)</p> <p>2.2. Explain the implementation of the 1955 elections</p> <p>3.3. Explain Indonesian Foreign Policy during the Parliamentary period</p> <p>4.4. Able to explain Indonesia's role in the Asia-Africa Conference (Non-Aligned Formation).</p> <p>5.5. Indonesia's entry into the UN</p> <p>6.6. Efforts to resolve the West Irian problem through the UN.</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, Presentations, Discussions, Questions and Answers, Assignments 4 X 50	Lectures, Discussions, Questions and Answers,	<p><b>Material:</b> 6. Indonesian Political System and government during Liberal/Parliamentary Democracy (1950-1959)</p> <p><b>References:</b> <i>RP Soejono and RZ Leirizza. 2009. Indonesian National History 6. Japanese Era and Republican Era. Jakarta: Library Hall. Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 6. WAR AND REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	11%
7	Analyzing the Economic, Social and Cultural Conditions of the Liberal Democracy period in Indonesia and the issuance of the Presidential Decree and the birth of the Guided Democracy political system.	<p>1.1. Able to analyze the Indonesian economic situation during the parliamentary period</p> <p>2.2. explain the socio-cultural conditions during Parliamentary Democracy.</p> <p>3.3. Be able to analyze the background of the Presidential Decree of July 5 1959</p> <p>4.4. Explain the process of issuing a Presidential Decree</p> <p>5.5. The impact of the Presidential Decree on the Indonesian political system and Government</p>	<p><b>Criteria:</b> Participation, presence, asking, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, Presentations, Discussions, Questions and Answers, Assignments 4 X 50	Lectures, Discussions, Questions and Answers,	<p><b>Material:</b> 6. Indonesian Political System and government during Liberal/Parliamentary Democracy (1950-1959). Indonesia's role in the Asian-African Conference, Formation of Non-Alignment, Indonesia's role at the UN, resolution of the West Irian problem through the UN. 1955 ELECTION. Economic and socio-cultural conditions during the Indonesian Liberal Democracy era. Presidential Decree and the birth of the Guided Democratic Political System and Government.</p> <p><b>Bibliography:</b> <i>RP Soejono and RZ Leirizza. 2009. Indonesian National History 6. Japanese Era and Republican Era. Jakarta: Library Hall. Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 6. WAR AND REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	9%
8	do the UTS questions according to the instructions	able to do UTS questions according to instructions	<p><b>Criteria:</b> According to the answer signs</p> <p><b>Forms of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment, Tests</p>	Doing UTS 4 X 50 questions			7%
9	Explaining security disturbances/rebellions in the country during liberal democracy.	<p>1.1. Able to explain security disturbances/revolts in the country during liberal democracy. (DI/TII, PRRI/Permesta, RMS, Westerling Rebellion etc.)</p> <p>2.2. Be able to explain the impact of the rebellion in the political and social fields</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers	<p><b>Material:</b> 8. Explaining security disturbances/rebellions in the country during liberal democracy.</p> <p><b>Bibliography:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	2%

10	Analyzing political conditions, economic, social and cultural conditions during the Guided Democracy era	<p>1.1. Able to analyze political conditions during the Guided Democracy period.</p> <p>2.2. Confrontation Seizing the West Irian region as part of the Republic of Indonesia</p> <p>3.3. Be able to explain the background to Indonesia's departure from the UN</p> <p>4.4. Explain the implementation of GANEFO.</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers	<p><b>Material:</b> 8. Political Conditions during Guided Democracy. Economic, social and cultural conditions during the guided democracy period <b>Reader:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	4%
11	Analyzing political conditions, economic, social and cultural conditions during the Guided Democracy era	<p>1.1. Explain the confrontation between Indonesia and Malaysia</p> <p>2.2. Able to analyze economic conditions during the guided democracy period</p> <p>3.3. Socio-cultural and educational conditions during the guided democracy era</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers	<p><b>Material:</b> 8. Political Conditions during Guided Democracy. Economic, social and cultural conditions during the guided democracy period <b>Reader:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	3%
12	The 1965 G.30.S/PKI Rebellion and its Suppression and the Transfer of Power from the Old Order to the New Order (1966-1967)	<p>1.1. Able to analyze the background of the 1965 G.30 S/PKI rebellion based on credible historical sources</p> <p>2.2. Explain the process of suppressing the G 30 S/PKI movement in 1965</p> <p>3.3. Explain the decline of SUPERSEMAR</p> <p>4.4. Explain the social and political impact after G30S/PKI 1965</p> <p>5.5. Analyze the Soekarno-Suharto dualism of power.</p> <p>6.6. Explain the birth of the Ampera Cabinet</p> <p>7.7. Explain the birth of the student movement and demands</p> <p>8.8. Explaining the emergence of TRITURA</p> <p>9.9. Explain the background to the birth of the Nawaksara concept by Soekarno</p> <p>10.10. Explains the end of Sukarno's rule to Suharto in 1967</p> <p>11.11. Explain the advantages and disadvantages of the Old Order</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers	<p><b>Material:</b> 9. The 1965 G.30 S/PKI incident and its crackdown and impact. The process of transferring power from the Old Order to the New Order (from Soekarno-Suharto). Soekarno's Nawaksara concept and its impact on Soekarno's power. Supersemar, the transition of power from Soekarno to Suharto <b>Reader:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	9%

13	Political developments and government during the New Order period	<p>1.1. Analyze the concept of the New Order and its policies during the transition period.</p> <p>2.2. Explain the New Order's policies in the fields of politics and government</p> <p>3.3. Explaining the New Order Policy in the Development Sector (REPELITA)</p> <p>4.4. Explain the birth of the student protest movement during the New Order (Malari).</p> <p>5.5. Explain the concept of dual function of ABRI and its implementation during the New Order era.</p> <p>6.6. Analyze the Soekarno-Suharto dualism of power.</p> <p>7.7. Explain the birth of the P4 policy and the Single Principle of Pancasila</p> <p>8.8. Integration of East Timor into the Republic of Indonesia up to and including its separation from the Republic of Indonesia (background for the integration of East Timor, dal the separation of East Timor</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	<p>Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers</p>	<p><b>Material:</b> 10. Political policies, government and development during the New Order <b>Library:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	8%
14	Social, cultural and educational economic development during the New Order period	<p>1.1. Analyze the economic system policies of the New Order era</p> <p>2.2. Analyzing Social, Cultural and Religious Developments during the New Order Period.</p> <p>3.3. Explaining the New Order Policy in the Development Sector (REPELITA)</p> <p>4.4. Explain education policies, especially SD Inpres during the New Order</p> <p>5. 5. Explain technological developments during the New Order</p> <p>6.6. Explain the development of science and technology facilities (aircraft industry, LIPI, PUSPITEK Serpong, BPPT, etc.)</p> <p>7.7. Analyze the birth of social and professional organizations during the New Order (PGRI, KORPRI, Dharma Wanita, SPSI, FBSI, PSSI, etc.)</p> <p>8.8. Explain policies in the agricultural sector (transmigration, superior seeds, agricultural research, Green Revolution, Teppatguna Technology and the BIMAS-INMAS program)</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	<p>Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers</p>	<p><b>Material:</b> 11. Economic, Social and Religious Policies during the New Order <b>Library:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	9%

15	The emergence of the Security Disruption Movement (GPK) during the New Order and Government Actions and Their Impact on Society. The role of the military in the New Order era	<p>1.1. Analyze the emergence of radical/terrorist religious movements during the New Order period (airplane hijackings and radical religious movements)</p> <p>2.2. Explain various GPK events during the New Order (Tanjung Priuk, Talangsari Lampung, Free Papua Movement, etc.)</p> <p>3.3. Describe the Role of the Military in the New Order Period</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers	<p><b>Material:</b> 11. Economic, Social and Religious Policies during the New Order</p> <p><b>Library:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	5%
16	Conditions at the End of the New Order and Reform Era in 1998 and their Impact on the Indonesian constitutional system to date	<p>1.1. Analyze the 1997 ELECTION events and their impact</p> <p>2.2. Explain the economic crisis at the end of the New Order era and its impact on politics and the collapse of the New Order</p> <p>3.3. Analyzing the process of the 1998 Reformation (the change of President from Soeharto to BJ. Habib)</p> <p>4. Analyzing Reformation events (Law, Regional Autonomy, ABRI's dual function, KKN, Soeharto's justice) and their impact on political and government policies during the reformation period</p> <p>5. Analyzing the Impact of Reformation on the constitutional system of the Republic of Indonesia to date (changes in the highest institutions and high state institutions)</p> <p>6. Explain the amendments to the 1945 Constitution and their impact on the Political/Democratic system, Law, Human Rights in Indonesia to date</p> <p>7. Compare the constitutional systems of the Old Order-New Order-Reform</p> <p>4.UAS</p>	<p><b>Criteria:</b> Presence, activeness, asking questions, arguing</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Lectures and structured assignments</p> <p>2. Lectures, Presentations, Discussions, Questions and Answers 4 X 50</p>	Structured lectures and assignments. Lectures, Presentations, Discussions, Questions and Answers	<p><b>Material:</b> 19. Final conditions of the New Order government under Suharto's rule. Reforms in 1998 and changes in the state/governance paradigm to date.</p> <p><b>Reader:</b> <i>Taufik Abdullah and AB Lopian (editors). 2012. Indonesia in the Flow of History 7. POST REVOLUTION. Jakarta: PT Ichtiar Baru van Hoeve.</i></p>	6%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	51.5%
2.	Project Results Assessment / Product Assessment	43.83%
3.	Portfolio Assessment	2.33%
4.	Test	2.33%
		99.99%

#### 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.

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** 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.
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.