	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 in the Pre-literate and Hindu-Buddhist Period	8720104211	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	1	February 20, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state
	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)	
	PLO-PO Matrix	

P.O	PLO-6	PLO-8

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 human development in Indonesia from the preliterate era to Hindu-Buddhism. The things studied include environmental and cultural aspects of human groups from ancient times to Hindu-Buddhist kingdoms. Apart from that, there is an explanation of the concept of ancient human migration via sea and land routes, the theory of Indianization in the archipelago and the structure of Hindu or/and Buddhist temples. Learning is carried out with varied lectures, discussions, problem based learning and portfolios. Assessment using written tests and portfolios.

References	**Main :**

1. Bellwood, Peter. 2000. Prasejarah Kepulauan Indo – Malaysia. Jakarta: Gramedia Pustaka Utama
2. Tim Nasional Penulisan Sejarah Indonesia. 2008. Sejarah Nasional Indonesia I. Departemen Pendidikan dan Kebudayaan, Direktorat Sejarah dan Nilai Tradisional, Proyek Inventarisasi dan Dokumentasi Sejarah Nasional.
3. Tim Nasional Penulisan Sejarah Indonesia. 2008. Sejarah Nasional Indonesia II. Departemen Pendidikan dan Kebudayaan, Direktorat Sejarah dan Nilai Tradisional, Proyek Inventarisasi dan Dokumentasi Sejarah Nasional.
4. R. Soekmono. 1993. Pengantar Sejarah Kebudayaan Indonesia I. Yogyakarta: Kanisius
5. R. Soekmono. 1991. Pengantar Sejarah Kebudayaan Indonesia II. Yogyakarta: Kanisius
6. Van Heekeren, H. R. 1957. The stone age of Indonesia. Brill
7. Prasetyo, Bagyo, 2004. Religi Masyarakat Prasejarah. Jakarta: Puslitarkenas
8. Soejono. R.P. 1984. Cakrawala Prasejarah Indonesia. Jakarta: Rokan Offset
9. Soejono. R.P. 1976. Tinjauan Tentang perkembangan Prasejarah Indonesia dalam Aspek-Aspek Arkeologi Indonesia. Jakarta: Bintang Orion
10. N.J. Krom. 1956. Zaman Hindu. Pustaka Sardjana

	Supporters:

Supporting lecturer	Drs. Artono, M.Hum. Riyadi, S.Pd., M.A. 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	Ability to explain the natural conditions of the prehistoric era, the theory of hominid evolution and the influx of hominids into the archipelago	1. Lecture Syllabus 2. Able to explain Glacial & Interglacial 3. Able to explain the theory of human evolution 4. Able to explain the process of ancient humans entering the archipelago	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
2	Ability to explain the division of eras based on technology and socio-economic life & Identify civilization classifications	1. Able to identify civilization classifications 2. Explain the division of eras based on technology and socio-economic life	**Criteria:** 1. Very A 2. Just B 3. Less C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Evidence-Based Learning 4 X 50	Knowledge-Based Learning & Evidence-Based Learning		4%
3	Ability to explain Paleolithic and Mesolithic life / Hunting and Gathering I & II	Able to describe human life during the paleolithic and mesolithic periods	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50			4%
4	Ability to explain life during the Neolithic (Agricultural Revolution) & Megalithic Culture	1. Understanding the Concept of the Neolithic Revolution 2. Able to describe Neolithic human life 3. Able to identify megalithic cultural remains using HOTS	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
5	Explains the development of life during the Iron Age and understands the classification of human civilization	1. Able to describe human life during the Iron Age 2. Able to identify Iron Age cultural remains	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%

6	Explaining the Theory of Indianization & Kingdoms in the Archipelago (Kutai and Tarumanegara)	1. Able to explain 3 of the 4 theories of Indianization 2. Able to explain the development of the Kutai and Tarumanegara Kingdoms	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
7	Explaining the Sriwijaya Empire	Able to explain the development of the Srivijaya Empire	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
8	UTS	UTS	**Form of Assessment** : Test	Sumantif 4 X 50	Sumantive		20%
9	Able to analyze the differences between Hindu agana and buddya from the classical period in Central Java	1. Able to explain the development of the Galuh Kingdom 2. Able to explain the development of the Sunda Kingdom	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
10	Explaining the development of the Ancient Mataram Kingdom (Syailendra Dynasty) and understanding the concept of Buddhist dynasty in Borobudur	1. Ancient Mataram Kingdom (Syailendra Dynasty) 2. Able to identify the site of the Mataram kingdom (Syailendra Dynasty) 3. Understanding the concept of Buddhist dhyani at Borobudur	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
11	Explaining the development of the Ancient Mataram Kingdom (Sanjaya and Isana Dynasty)	1. Able to explain the development of the Ancient Mataram Kingdom (Sanjaya and Isyana Dynasty) 2. Able to identify the results of the Mataram kingdom site (Sanjaya and Isyana Dynasty)	**Criteria:** 1. Active A 2. Moderately Active B 3. Less Active C 4. Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50			4%

12	Explains the development of the Kahuripan, Jenggala and Kediri Kingdoms	1.Able to explain the development of the Kanjuruhan Kahuripan Kingdom 2.Able to explain the split of the Kahuripan Kingdom into Jenggala and Kediri	**Criteria:** 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
13	Explains the development of the Bali Kingdom	Able to explain the development of work in Bali	**Criteria:** 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
14	Explains the development of the Singasari kingdom	Able to explain the development of the Singhasari Kingdom	**Criteria:** 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
15	Explains the development of the Majapahit Kingdom	Able to explain the development of the Majapahit Kingdom	**Criteria:** 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D **Form of Assessment** : Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 4 X 50	Knowledge-Based Learning & Inquiry-Based Learning		4%
16	UAS	UAS	**Form of Assessment** : Test	Sumantif 4 X 50	Sumantive		24%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	56%
2.	Test	44%
		100%

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** 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.