



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 South and Southeast Asia	8720102218	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	January 2, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		Drs. Agus Trilaksana, M.Hum. ; Drs. Artono, M.Hum. ; Septina Alrianingrum, S.S., M.Pd.	Drs. Artono, M.Hum.			Dr. Wisnu, M.Hum.	

Learning model	Case Studies
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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	Explain the importance of South and Southeast Asia in the development of world civilization from social, cultural, political and religious aspects																																																	
	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																																																			
PO Matrix at the end of each learning stage (Sub-PO)																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </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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Short Course Description	This course examines historical developments in the South Asian region from the beginning of ancient civilization to modern countries today, including: mapping policy developments in the socio-political and cultural fields as well as explaining the development of kingdoms in South Asia in structured assignments along with aspects of their lives during the era of religious development. Hindu-Buddhist and Islamic periods, making logical arguments in learning to be able to provide solutions to case studies regarding the policies of kings/sultans in the development of kingdoms during the Hindu-Buddhist-Islamic period towards the development of South Asian society, identifying factors driving national awareness internally and externally to support INC's role in achieving India's independence, clarifies the process of independence in the South Asian region as a new, modern country. Learning is carried out using problem based learning, discussions, assignments and portfolios. Assessment using written tests and portfolios. Study of the history of Southeast Asian society, starting from the pre-historic period, the classical period to the contemporary period, including ancient times, the era of the arrival of Europeans, the era of World War II, and the era of the formation of national states and present-day Southeast Asia. Lectures are carried out using a chronological case study system, reviews of Southeast Asian history studies, discussions and presentations.
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References	Main :	
		<ol style="list-style-type: none"> RV Bhasin. 2003. The Essence of Hinduism. Mumbai: Jaico Publishing House. Richard Symond. 1964. The Making of Pakistan. Jakarta: Balai Pustaka. S. Chander. 2003. Sikhism. New Delhi: Indiana Books. Sutjipto Wirjosuparto. 1957. Sedjarah Kebudayaan India. Djakarta: Universitas Indonesia. TSG Mulia, 1952. INDIA Sedjarah Politik dan Pergerakan Kebangsaan. Djakarta: Balai Pustaka.
	Supporters:	

Supporting lecturer	Drs. Artono, M.Hum. Drs. Agus Trilaksana, M.Hum. Septina Alrianingrum, S.S., M.Pd.
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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	Students are able to describe the geography of South and Southeast Asia	<ol style="list-style-type: none"> 1.Explains the discovery of the South Southeast Asia region and from various sources of information 2. Identifying the special features of the South and Southeast Asia region as an opening to history in the eastern region 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities</p>	Lecture. Question and answer. Discussion 2 X 50	https://vinesa.unesa.ac.id/ 2 X 50		2%
2	Students are able to map ancient civilizations in South and Southeast Asia in the form of scientific reports	<ol style="list-style-type: none"> 1. Identify several points of ancient civilization in the South and Southeast Asia region by understanding the typology of society and culture in the South and Southeast Asia region 2. Identify forms of ancient culture in South and Southeast Asia 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Pulpit/online lectures. Discussion 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50	<p>Material: culture and civilization of Indian culture</p> <p>Reader: <i>Sutjipto Wirjosuparto. 1957. History of Indian Culture. Djakarta: University of Indonesia.</i></p>	2%
3	Students are able to describe and explain the development of kingdoms in South and Southeast Asia in structured assignments along with aspects of their life	<ol style="list-style-type: none"> 1. Understanding the development of Hindu-Buddhist religion) which began to develop 2. Understand the process of shifting power between nations 3. Understand the social and cultural life of society at that time 	<p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lectures vary. Structured tasks 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		2%
4	Students are able to understand the government policies of each Hindu-Buddhist dynasty in South and Southeast Asia	<ol style="list-style-type: none"> 1. Understand the government policies of each dynasty 2. Understand the cultural, social and political adaptation process of the dynasty 3. Understand previous community responses 	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Tests</p>	2 X 50 discussion questions and answers	https://vinesa.unesa.ac.id/ 2 x 50		5%
5	Identify the influence of Islam in South and Southeast Asia	Understand the struggles and interactions with Hindu kingdoms	<p>Criteria: active participation</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Case study Assignment (individual) 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%

6	Identifying the influence of Islam	<p>1. Analyzing the process of the entry of Islam in India in several stages</p> <p>2. Understand the struggle of Islamic nations to build kingdoms in South and Southeast Asia</p> <p>3. Get to know the Delhi kingdom as the first Islamic kingdom in India</p> <p>4. Understanding the struggles and interactions with Hindu kingdoms in the South and Southeast Asia region</p>	<p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Case study Assignment (individual) 2 X 50	https://vinesa.unesa.ac.id/		5%
7	Understanding the process of cultural interaction and policies of Islamic kingdoms in South Asia	<p>Get to know the Moghul empire as a great Islamic empire. Understand the policies of the Islamic kings who were able to interact with Hindu society and culture</p> <p>3. Analyze the expansion and heyday of the famous kings/Sultans at that time and the factors of decline of the Islamic kingdom</p>	<p>Criteria: suitability of the material and creativity of the work</p> <p>Form of Assessment : Participatory Activities</p>	Lecture. Mind Mapping assignment 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		2%
8	MIDDLE SEMESTER EXAMINATION (UTS)	MIDDLE SEMESTER EXAMINATION (UTS)	<p>Criteria: 1. suitability of answers 2. writing test</p> <p>Form of Assessment : Test</p>	MIDDLE SEMESTER EXAMINATION (UTS) 2 X 50		<p>Material: material 1-7</p> <p>Reference: <i>RV Bhasin. 2003. The Essence of Hinduism. Mumbai: Jaico Publishing House.</i></p> <hr/> <p>Material: material 1-7</p> <p>Reference: <i>Sutjipto Wirjosuparto. 1957. History of Indian Culture. Djakarta: University of Indonesia.</i></p> <hr/> <p>Material: material 1-7</p> <p>Bibliography: <i>TSG Mulia, 1952. INDIA Political History and National Movement. Djakarta: Balai Pustaka.</i></p> <hr/> <p>Material: UTS test Literature:</p>	20%

9	Analyzing the entry of European influence in the South and Southeast Asia region	<ol style="list-style-type: none"> 1. Know the history of the arrival of Europeans in South and Southeast Asia 2. Understand the basis of European colonization in South and Southeast Asia 3. Analyzing the internal and external conflicts of European nations in South and Southeast Asia 	Form of Assessment : Participatory Activities	Assignment Discussion (review) 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		2%
10	Analyzing the entry of European influence in the South and Southeast Asia region	<ol style="list-style-type: none"> 1. Know the history of the arrival of Europeans in South and Southeast Asia 2. Understand the basis of European colonization in South and Southeast Asia 3. Analyzing the internal and external conflicts of European nations in South and Southeast Asia 	Form of Assessment : Participatory Activities, Portfolio Assessment	Assignment Discussion (review) 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%
11	Analyzing internal conflicts with colonial parties in the South and Southeast Asia region	<ol style="list-style-type: none"> 1. Understanding the condition of society due to western imperialism 2. Classifying the differences in the direction of colonialism policies 3. Analyze the existence of conflict and the basis of local resistance that occurs in South and Southeast Asian society 	Criteria: accuracy of answers to questions Form of Assessment : Participatory Activities, Tests	Assignment. Oral / online test 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		5%
12	Analyzing internal conflicts with colonial parties in the South and Southeast Asia region	<ol style="list-style-type: none"> 1. Understanding the condition of society due to western imperialism 2. Classifying the differences in the direction of colonialism policies 3. Analyze the existence of conflict and the basis of local resistance that occurs in South and Southeast Asian society 	Criteria: accuracy of answers to questions Form of Assessment : Participatory Activities, Tests	Assignment. Oral / online test 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		9%

13	Describe national consciousness	<ol style="list-style-type: none"> 1. Get to know the socio-cultural conditions of Indian society 2. Identifying factors driving national awareness 3. Understand the context of early national movements 4. Understanding national consciousness as a real form of struggle 	Form of Assessment : Participatory Activities	Lecture. Individual Assignments /online 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		2%
14	Examining the process of independence	<ol style="list-style-type: none"> 1. Understand forms of government 2. Analyze the process of independence 3. National policy direction 4. Resolving internal conflicts that occurred after independence 	Form of Assessment : Participatory Activities, Portfolio Assessment	lecture. 2 X 50 problem-based discussions	https://vinesa.unesa.ac.id/ 2 X 50		10%
15	Paying close attention to ethnicity and territorial boundaries of the Kashmir, Pakistan, Bangladesh problem. A glance at the current condition of India and foreign countries	<ol style="list-style-type: none"> 1. Analyzing the roots of ethnic problems in South and Southeast Asia 2. Understand cultural polemics, politics, the birth of a new country and all the problems that occur therein 3. Knowing the economic and socio-cultural revival in the South and Southeast Asia region 	Form of Assessment : Participatory Activities, Portfolio Assessment	Lecture. Case Study Discussion 2 X 50	https://vinesa.unesa.ac.id/ 2 x 50		4%

16		Students are able to answer essay questions	Criteria: The correct answer criteria is worth 10 Form of Assessment : Participatory Activities	writing test		Material: material 9-15 Reader: RV Bhasin. 2003. <i>The Essence of Hinduism</i> . Mumbai: Jaico Publishing House. Material: material 9-15 Reader: Richard Symond. 1964. <i>The Making of Pakistan</i> . Jakarta: Balai Pustaka. Material: material 9-15 Reader: S. Chander. 2003. <i>Sikhism</i> . New Delhi: Indiana Books. Material: material 9-15 Reader: Sutjipto Wirjosuparto. 1957. <i>History of Indian Culture</i> . Djakarta: University of Indonesia. Material: material 9-15 Bibliography: TSG Mulia, 1952. <i>INDIA Political History and National Movement</i> . Djakarta: Balai Pustaka.	20%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54%
2.	Portfolio Assessment	16.5%
3.	Test	29.5%
		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** 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.

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.