



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

Document Code

SEMESTER LEARNING PLAN

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|--|--|---|-----------------------------------|--|--------------------------|--|------------------------------|---|---|----|----|----|----|----|----|----|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indonesian History 1900-1945 | 8720102129 | | T=3 P=0 ECTS=4.77 | 0 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Dr. Wisnu, M.Hum. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | <p>This course examines the development of Indonesian history in the early 20th century, especially from 1900 to independence in 1945, including ethical politics, the social structure of society in the early 20th century, the development of infrastructure and communication and the Indonesian language in the early 20th century. This course examines and understands Indonesian nationalism and its development related to the struggle for independence in Indonesia, examines and understands the movement patterns of political organizations and parties as tools of the nation's struggle, starting from Budi Utomo, Sarekat Islam, Indische Partij, Perhimpunan Indonesia, PKI, PNI, Partindo, Gerindo, Petisi Sutarjo and Gapi, examine and understand the development of Indonesia during the Japanese occupation until Indonesia achieved and proclaimed independence in 1945. Learning for the Indonesian History 1900-1945 course is carried out using problem based learning, out-of-class lectures, discussions, assignments and portfolios. . Assessment using written tests (UTS and UAS) and portfolio.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 30px;">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> </table> | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. CST Kansil, 1993. Sejarah Perjuangan Pergerakan Kebangsaan Indonesia, Surabaya: Penerbit Erlangga. 2. Depdikbud, 2013. Indonesia dalam Arus Sejarah IV, Jakarta: Ikhtiar Baru. 3. John Ingelson, 1970. Jalan Menuju Pengasingan. Kemendiknas, 2013. Sejarah Pemikiran Indonesia Modern, Jakarta: Kemendikbud. 4. Marwati Djoenet Poesponegoro dan Nugroho Notosusanto, 20018. Sejarah Nasional Indonesia V, Jakarta: Balai Pustaka. 5. M.C. Riklefs, 1985. Sejarah Modern Indonesia, UGM Press. R.E. Elson, 20018. The Idea of Indonesia, Jakarta: Serambi. 6. Rudolf Mrazek, 2006. Engineers of Happy Land, Jakarta: YOI. 7. Robert van Niel, 2009. Munculnya Elit Modern, Jakarta: Pustaka Jaya. 8. Slamet Muljana. 2008. Kesadaran Nasional dari Kolonialisme sampai Kemerdekaan, Yogyakarta: LKiS. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Drs. Sumarno, M.Hum. Rojil Nugroho Bayu Aji, S.Hum., 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) |
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| 1 | Analyze and understand the scope, study, extent and substance of Indonesian history during the National Awakening and Movement | Explains the mechanisms for the scope, study, coverage and substance of Indonesian history during the Awakening and National Movement | Criteria: Completeness and substance of the report | Lectures and discussions - 3 X 50 responsibilities | | | 0% |
| 2 | Master and be able to analyze why the Dutch used new ideas about the function of colonies and Ethical Politics in 1901 | Explains new ideas about the function of colonies and the Ethical Politics of 1901 | Criteria: Completeness of the report and substance of the discussion | Lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 3 | Mastering and analyzing the background to the emergence of Indonesian national movements and nationalism | Explain the background to the emergence of the national movement and Indonesian nationalism | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 4 | Analyze and understand the structure of society and the economy in the Dutch East Indies | Explain the structure of society and the economy in the Dutch East Indies | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 5 | Analyze and understand the structure of society and the economy in the Dutch East Indies | Explain the structure of society and the economy in the Dutch East Indies | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 6 | Analyze and understand the development of education and social mobility in the Dutch East Indies | Explaining the development of education in the Dutch East Indies. Explaining social mobility in the Dutch Indies | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 7 | Analyze and understand Indonesian as a means of national identification | Explain the history of the Indonesian language. Explain the concept of Indonesian as a means of national identification | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 8 | Able to do UTS questions (Take Home - Essay) | Doing UTS (Take Home - Essay) | Criteria: Completeness and substance of the essay | Write 3 X 50 | | | 0% |
| 9 | Master, analyze and understand developments in the press and the world of movement | Explains the development of the press and the world of movement | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 10 | Master, analyze and understand the concept of national movements, especially the pioneer era of the movement consisting of Budi Utomo, Sarekat Islam and Indische Partij | Explain the concept of national movements, especially the pioneer era of the movement consisting of Budi Utomo, Sarekat Islam and Indische Partij | Criteria: Completeness of presentation and discussion reports | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |

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| 11 | Mastering, analyzing and understanding the radical period in the national movement consisting of the Indonesian Association, PKI, PNI, Partindo, PNI Baru and Gerindo. | Explain the concept of the radical period in the national movement. Explain the role of the Indonesian Association, PKI, PNI, Partindo, PNI Baru and Gerindo | Criteria: Completeness of the report and presentation substance | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 12 | Mastering, analyzing and understanding the end of the Dutch East Indies during the national movement including the National Faction, Sutardjo Petition, GAPI | Explaining the end of the Dutch East Indies during the national movement Explaining the role of the National Faction, Sutardjo Petition, GAPI | Criteria: Completeness of the report and presentation substance | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 13 | Master, analyze and understand the roles of mass organizations and women's movements in the national movement | Explain the role of mass organizations in the national movement. Explain the women's movement in the national movement | Criteria: Completeness of the report and presentation substance | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 14 | Analyze and understand Indonesia when Japan was able to proclaim independence | Explaining Indonesia during the Japanese era. Explaining why Indonesia proclaimed independence | Criteria: Completeness of the report and substance of the presentation Completeness of the report and substance of the presentation | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 15 | Analyze and understand Indonesia when Japan was able to proclaim independence | Explaining Indonesia during the Japanese era. Explaining why Indonesia proclaimed independence | Criteria: Completeness of the report and substance of the presentation Completeness of the report and substance of the presentation | Presentations, lectures and discussions - questions and answers 3 X 50 | | | 0% |
| 16 | Doing UAS | Doing UAS | | 3 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.

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.