



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																																																														
Multicultural Education (social studies option)	8720102071		T=2	P=0	ECTS=3.18	7	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																																																																				
		P.O																																																																			
	PO Matrix at the end of each learning stage (Sub-PO)																																																																				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> <td style="width: 5%;"></td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>																	Week																																			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Examining the concept of pluralism, multiculturalism, forms of pluralism, sources of pluralism, the political structure of multicultural society, and equality in multicultural society. Examining various issues and empirical facts about the practice of Multiculturalism in religion and the diversity of Indonesian society. Pancasila as the source of the multicultural paradigm for the Indonesian nation, and the urgency of multicultural education for the Indonesian nation.																																																																				
References	Main :																																																																				
	<ol style="list-style-type: none"> 1. Suparlan Al Hakim dan Sri Untari. 2018. Pendidikan Multikultural, Strategi Inovatif Pembelajaran dalam Pluralisme Masyarakat Indonesia. Malang: Madani Media. 2. Sururin (Editor). 20015. Nilai-nilai Pluralisme dalam Islam, Bingkai Gagasan yang Berserak. Bandung: Nuansa. 3. Sekar Purbarini Kawuryan. 2009. Bahan Ajar Mata Kuliah Pendidikan Multikultural. Yogyakarta: Jurusan PGSD Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta. 4. Yaqin, M. Ainul. 2010. Pendidikan Multikultural : Cross-Cultural Understanding untuk Demokrasi dan Keadilan, Yogyakarta : Pilar Media. 5. Latif, Yudi.2011. Negara Paripurna.Historisitas, Rasionalitas, dan Aktualitas Pancasila .Jakarta:PT Gramedia 6. Keanekaragaman Bangsa Indonesia. PPT Bahan Presentasi. 																																																																				
	Supporters:																																																																				
Supporting lecturer	Drs. Sumarno, M.Hum. Eko Satriya Hermawan, 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)																																																														
1	Explain the basic concept of Multicultural Education	Able to describe the essence of multicultural education	Criteria: 1. Presence 2. Asking, Arguing, Opinion	a. Lecture/Pulpit b. Discussion c. Questions and answers 2 X 50			0%																																																														
2	Explain the background to the importance of multicultural education and the urgency of multicultural competence.	Able to explain the background to the importance of multicultural education in higher education and understand multicultural competence.	Criteria: 1. Arguing Presence 2. Ask, 3. Opinionated	- Pulpit lecture - Question and answer discussion. 2 X 50			0%																																																														
3	IDEM	IDEM	Criteria: IDEM	IDEM 2 X 50			0%																																																														
4	Explaining the Concept of Pluralism in Multiculturalism	Able to explain the concept of pluralism in multiculturalism	Criteria: Presence Argue Ask Ask Opinion	- Lecture - Discussion Question and answer 2 X 50			0%																																																														

5	Examining Multicultural Education in a Global Perspective	Able to examine multiculturalism education from a global perspective	Criteria: Presence, argue, ask, have an opinion	- Pulpit lecture - Presentation - 2 X 50 discussion			0%
6	Explain the dimensions of multicultural education	Describe the dimensions of multicultural education	Criteria: PresenceArgumentBertanayOpinion	- Presentation - Question and answer 2 X 50			0%
7	Forms of implementation of Multicultural Education in Education	Analyzing the implementation of multicultural education in education	Criteria: Presence Argue Ask Ask Opinion	Presentation Discussion Questions and Answers 2 X 50			0%
8	UTS	UTS	Criteria: Answer According to the signs	UTS 2 X 50			0%
9	Explaining Multiculturalism and Civil Society in Indonesia (Civil Society)	Able to explain multicultural and civil society in Indonesia (civil society)	Criteria: PresenceArgueBertanayOpinion	- Presentation - Discussion Questions and answers 2 X 50			0%
10	Students are able to explain the concepts of diversity, equality and equality in the social relations of a multicultural society.	- Able to explain diversity, equality and equality in social relations in multicultural societies	Criteria: PresenceArgueBertanayOpinion	PresentationDiscussion 2 X 50			0%
11	Students are able to explain multicultural concepts in the study of religion	- Able to explain religion and the values of multiculturalism	Criteria: Presence Argue Ask Ask Opinion	Presentation Discussion Questions and Answers 2 X 50			0%
12	IDEM	IDEM	Criteria: IDEM	IDEM 2 X 50			0%
13	Explaining the diversity of the Indonesian nation	1. Able to explain the diversity of Indonesian culture 2. Able to explain the diversity of religions in Indonesia	Criteria: PresenceArgueBertanayOpinion	PresentationDiscussionQuestions and answers 2 X 50			0%
14	Able to explain the Political Structure of a multicultural Society	Able to explain political integration; power structures, and collective rights	Criteria: PresenceArgumentAsk QuestionsOpinion	PresentationDiscussionQuestions and answers 2 X 50			0%
15	Explaining Pancasila as a source of multicultural values for the Indonesian nation	Able to explain Pancasila as a source of multicultural values for the Indonesian nation	Criteria: PresenceArgumentAsk	PresentationDiscussion 2 X 50			0%
16	UAS	UAS	Criteria: ACCORDING TO UAS ANSWERS	UAS 2 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

