



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences**  
**History Education Undergraduate Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																
Sociocultural Theory	8720102212	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	February 8, 2024																																
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																	
		Eko Satriya Hermawan, S.Hum., MA.	Eko Satriya Hermawan, S.Hum.,MA.			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-6</b>	CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state																																					
	<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>PLO-PO Matrix</b>																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 30%;">PLO-6</td> <td style="width: 30%;">PLO-8</td> </tr> </table>						P.O	PLO-6	PLO-8																													
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">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	16
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<b>Short Course Description</b>	Through the learning experiences developed in the Socio-Cultural Theories lectures, students are expected to have the ability: 1. Understanding and insight into the development of sociological and anthropological theories. 2. Ability to study and analyze cultural diffusion theory 3. Understanding and ability to analyze Evolutionary theory 4. Understanding and ability to analyze Multiparadigm in sociological theory 5. Ability to study and analyze Auguste Comte's social theory 6. Analyze and develop understanding of Pitirim Sorokin's Cycle Theory of Cultural Change 7. Understanding and insight into material and non-material culture 8. Understanding and insight into Karl Marx's social theory 9. Ability to study and analyze Emile Durkheim's theory of social integration 10. Ability to study and analyze Max Weber's theory of rationality 11. Ability to study and analyze Symbolic interaction theory 12. Ability to study and analyze Social exchange theory 13. Ability to study and analyze Functional structural theory Talcott Parsons and Robert K. Merton 14. Ability to study and analyze Theory of conflict and social change																																						
<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Beilharz, P., Teori-Teori Sosial. Terj. Sigit Jatmiko. (2005), Yogyakarta: Pustaka Pelajar.</li> <li>2. Johnson, D.P. Teori Sosiologi Klasik dan Modern . Terj. R.M.Z (1986). Lawang. Jakarta, Gramedia.</li> <li>3. Koentjaraningrat. Sejarah Teori Antropologi . (1987), Jakarta: UI Press.</li> <li>4. Lauer, R. H. Perspektif tentang Perubahan Sosial. (1993). Jakarta: Rineka Cipta.</li> <li>5. Ritzer, G. Sosiologi Ilmu Pengetahuan Berparadigma Ganda . Jakarta: Rajawali.</li> <li>6. Ritzer, G. dan Goodman, D.J. Teori Sosiologi Modern . Jakarta: Kencana. Sutrisno,</li> <li>7. M. dan Putranto, H. Teori-teori Kebudayaan . (2005), Yogyakarta: Kanisius.</li> <li>8. Van Baal, J. Sejarah dan Pertumbuhan Teori Antropologi Budaya . (1987), Jakarta: Gramedia.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Eko Satriya Hermawan, S.Hum., M.A. Rojil Nugroho Bayu Aji, S.Hum., 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	Introduction to lectures, discussing RPS, explanation of lecture mechanisms, assignments, attendance and evaluation of lectures	Introduction to lectures, discussing RPS, explanation of lecture mechanisms, assignments, attendance and evaluation of lectures	<b>Criteria:</b> Attendance in class  <b>Form of Assessment :</b> Participatory Activities	Lectures 2 X 50			5%
2	Able to carry out analysis of the development of sociological and anthropological theories	Students are able to explain the outline of sociological theories and anthropological theories in their influence on history	<b>Form of Assessment :</b> Participatory Activities	Online 2 X 50			5%
3	1. Understand the theory of cultural diffusion2. Analyzing the cultural context in Indonesian society and the world using cultural diffusion theory	1. Able to explain aspects of cultural diffusion theory 2. able to carry out analysis using the theory of cultural diffusion on Indonesian society and the world	<b>Form of Assessment :</b> Participatory Activities	1. 2 X 50 discussion method			5%
4	1. Understand the theory of cultural evolution 2. Able to analyze the theory of world cultural evolution 3. Analyze the theory of evolution from several world figures 4. able to apply several evolutionary theories to analyze phenomena in cultural evolution in Indonesia and the world	Students have the ability to: 1. explain aspects of phenomena using evolutionary theory2. able to explain the phenomenon of cultural evolution in Indonesia3. able to explain the phenomenon of cultural evolution in the world	<b>Form of Assessment :</b> Participatory Activities	online 2 X 50			5%
5	1. Understand paradigms in anthropological studies (structuralism, epistemology, ethnography) 2. Analyzing paradigms in anthropological studies	1. Students understand paradigms in anthropological studies 2. Students are able to carry out analyzes of paradigms that influence anthropological studies	<b>Form of Assessment :</b> Participatory Activities	Online 2 X 50			5%
6	1. Understand the cycle theory of cultural change 2. Analyzing the cycle of cultural change in Indonesia and the world	1. Students understand the cycle theory of cultural change2. Students are able to apply this theory in analyzing the phenomenon of cultural change in Indonesia and the world	<b>Form of Assessment :</b> Participatory Activities	Online 2 X 50			5%

7	1. Understand aspects of material culture and non-material culture 2. Analyzing aspects of material culture and non-material culture	1. Students understand aspects and forms of material culture 2. Students are able to analyze aspects and forms of material culture in Indonesia and the world 3. students understand aspects and forms of non-material culture 4. Students are able to analyze aspects and forms of non-material culture in Indonesia and the world	<b>Form of Assessment :</b> Participatory Activities	Online 2 X 50			5%
8	Midterm Exam (UTS)	Working on Midterm Exam (UTS) questions	<b>Form of Assessment :</b> Test	Online 2 X 50			15%
9	Understanding Social Theories Analyzing social theories in historical studies	1. Students are able to understand social theories 2. Students are able to study and analyze social theories in historical studies 3. Students are able to use social theories in studying social phenomena	<b>Form of Assessment :</b> Participatory Activities	Online 2 X 50			5%
10	1. Understand Structural Functional theory 2. Analyze the study of functional structural theory in society 3. Analyzing functional structural theory studies in historical studies	1. Students are able to understand Structural Functional theory 2. Students are able to analyze functional structural theory studies in society 3. Students are able to analyze functional structural theory studies in historical studies	<b>Form of Assessment :</b> Participatory Activities	Online 2 X 50			5%
11	1. Understand Structural Functional theory 2. Analyze the study of functional structural theory in society 3. Analyzing functional structural theory studies in historical studies	1. Understanding Functional Structural Theory 2. Analyzing the Study of Functional Structural Theory in Society 3. Analyzing the Study of Functional Structural Theory in Historical Studies	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50			5%
12	General Strain Theory Robert Merton	Understanding General Strain Theory	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50			5%

13	Talcot Parson's General System Theory	Understanding General System Theory	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Less D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50			5%
14	1. Understand Structural Functional theory 2. Analyze the study of functional structural theory in society 3. Analyzing functional structural theory studies in historical studies	Cultural Evolution	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Pasid D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50			5%
15	1. Understand Structural Functional theory 2. Analyze the study of functional structural theory in society 3. Analyzing functional structural theory studies in historical studies	Max Weber's Modernism	<b>Criteria:</b> 1.Active A 2.Moderately Active B 3.Less Active C 4.Passive D  <b>Form of Assessment :</b> Participatory Activities	Knowledge-Based Learning & Inquiry-Based Learning 2 X 50			5%
16	UAS	UAS	<b>Form of Assessment :</b> Test	Online 2 X 50			15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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.
- 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.

