



Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Comparative Studies in Education	6920103067		T=3 P=0 ECTS=4.77	2	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator												
		Dr. Agus Machfud Fauzi, M.Si.												
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)																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Short Course Description	This course focuses on two things: First, forming students' schemata about sociological concepts and theories related to the object of study of educational sociology in comparative education, both formal and material, theoretical perspectives and study methods. After that, an understanding of educational development theory and comparative education is provided. After that, it explains educational patterns that represent western culture, educational patterns that represent eastern culture and educational patterns in developing countries. The results of the study are presented in a written report and presented in a seminar using power point. To achieve this competency, expository, explanation and exploration approaches are used.																
References	Main :																
	<ol style="list-style-type: none"> 1. Assegaf, Abdul Rahman. 2003. Internasinalisasi Pendidikan: Sketsa Perbandingan Pendidikan di Negara-negara Islam dan Barat . Jakarta: Gama Media 2. Thut, I.N. dan Don Adam. 2005. Pola-pola Pendidikan dalam Masyarakat Kontemporer (Penerjemah: SPA Teamwork). Yogyakarta: Pustaka Pelajar 3. Nur, Agustiar Syah. 2001. Perbandingan Sistem Pendidikan 15 Negara . Bandung: Lubuk Agung 																
	Supporters:																
Supporting lecturer	Dr. Agus Machfud Fauzi, M.Si. Katon Galih Setyawan, S.Sos., M.Sosio.																
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	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain the object of comparative educational studies	Criteria: Non-Test	Behavioristic/Expository/Lecture Approach 3 X 50			0%										

2	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain educational patterns in European countries in the 15th century	Criteria: Non-Test	Behavioristic/Expository/Lecture Approach 3 X 50			0%
3	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain educational patterns in contemporary European countries	Criteria: Non-Test	Behavioristic/Economic Approach/Lectures 3 X 50			0%
4	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain educational patterns in contemporary European countries	Criteria: Non-Test	Behavioristic/Economic Approach/Lectures 3 X 50			0%
5	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain educational patterns in East Asian countries	Criteria: Non-Test	Behavioristics/Economics/Lectures 3 X 50			0%
6	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain educational patterns in East Asian countries	Criteria: Non-Test	Behavioristics/Economics/Lectures 3 X 50			0%
7	Implementing concepts, sociological theories in general, and applying concepts, sociological theories of development and education in depth, as well as applying formulas for development and education problems procedurally	Explain educational patterns in East Asian countries	Criteria: Non-Test	Behavioristics/Economics/Lectures 3 X 50			0%
8	UTS	-	Criteria: Test	- 3 X 50			0%
9							0%

10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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** 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.
- 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.**