					Document Code

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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Critical Education		6920102282		T=2	P=0	ECTS=3.18	5	July 17, 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 which 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 will study the meaning, history, development of thought and the praxis of critical education. Students will also study the basic concepts, approaches and methodologies offered by critical educational theorists, such as Antonio Gramsci, Paulo Freire, Henry A. Giroux, Mansour Fakih and others. This course will also discuss the Conservative Education Paradigm, Liberal Education, and Critical Paradigm. Furthermore, in this course, we will also discuss the relationship between education and power, education and social change, cultural positivism in education, educational neoliberalism, commodification of education, and educational politics. The learning process for this course uses presentation methods, group discussions, individual assignments and social analysis.

References	**Main :**

1. TB. Mangunwijaya, 2004. Pendidikan Pemerdekaan (Catatan separuh perjalanan SDK Eksperimen Mangunan). Yogjakarta: Dinamika Edukasi Dasar-Misereor/KZE.
2. Roem Topatimasang. dkk. 2005. Pendidikan Kritis: Membangun Kesadaran Kritis. Yogjakarta: Insist.
3. Paulo Freire. 2004. Politik Pendidikan: Kebudayaan, Kekuasaan, dan Pembebasan. Yogjakarta: Pustaka Pelajar dan Read.
4. Paulo Freire. 2004. Pendidikan Masyarakat Kota. Yogjakarta: LKIS.
5. Paulo Freire. 2008. Pendidikan Kaum Tertindas. Jakarta: Pustaka LP3ES Indonesia.
6. Utomo Dananjaya. 2012. Media Pembelajaran Aktif. Bandung: Nuansa, Jakarta: IER Univ.
7. Paramadina.Roem Topatimasang, 2005. Sekolah itu Candu. Yogjakarta: Insist.

Supporters:

Supporting lecturer	Dr. M. Jacky, S.Sos., M.Si. Moh. Mudzakkir, S.Sos., M.A., Ph.D.

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	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining the Definition and Scope of Critical Education	**Criteria:** Students describe factual and conceptual knowledge about the object of critical educational study **Form of Assessment** : Participatory Activities	Discussion Lectures 2 X 50			5%

2	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining the History of the Development of Critical Education	**Criteria:** Students master factual knowledge and conceptual knowledge of the history of the development of critical education **Form of Assessment** : Participatory Activities	Discussion Lectures 2 X 50				5%
3	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining the Basic Concepts of Critical Education	**Criteria:** Students are able to explain factual knowledge and conceptual knowledge about the basic concepts of Critical Education **Form of Assessment** : Practice / Performance	Lecture Discussion 2 X 50				7%
4	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Critical Schools and Critical Education	**Criteria:** Students can explain factual knowledge, conceptual knowledge and metacognitive knowledge about critical schools of thought and critical education **Form of Assessment** : Participatory Activities	PresentationDiscussion 2 X 50				6%
5	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Antonio Gramsci and Critical Education	**Criteria:** Students can explain conceptual knowledge, procedural knowledge, and metacognitive knowledge about Antonio Gramsci's Critical Educational Thought **Form of Assessment** : Participatory Activities	PresentationDiscussion 2 X 50				5%
6	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Paulo Freire and Critical Education	**Criteria:** students can explain factual knowledge, conceptual knowledge, and metacognitive knowledge about Paulo Freire and Critical Education **Form of Assessment** : Participatory Activities	PresentationDiscussion 2 X 50				6%
7	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Critical Education Paradigms and Methods	**Criteria:** Students graduate if they are able to explain factual knowledge, conceptual knowledge and metacognitive knowledge. Critical Education Paradigms and Methods **Form of Assessment** : Participatory Activities	PresentationDiscussion 2 X 50				6%
8	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Critical Education Paradigms and Methods	**Criteria:** Students graduate if they are able to explain factual knowledge, conceptual knowledge and metacognitive knowledge. Critical Education Paradigms and Methods **Form of Assessment** : Test	Independent Assignment 2 X 50				10%
9	Master and apply basic concepts of sociology to become development and education analysts and researchers	Exposing Globalization and Educational Capitalism	**Criteria:** Students are able to master factual, conceptual, and metacognitive knowledge of Globalization and Capitalism **Form of Assessment** : Participatory Activities	PresentationDiscussion 2 X 50				5%

No	Learning Outcome	Topic	Criteria / Form of Assessment	Method			Weight
10	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining the Literacy Movement and Critical Education	**Criteria:** Students are able to master factual, conceptual, and metacognitive knowledge about literacy movement education **Form of Assessment** : Participatory Activities, Practice/Performance	PresentationDiscussion 2 X 50			7%
11	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Teachers as Professional and Transformative Educators	**Criteria:** students are able to master the teacher's factual, conceptual, and metacognitive knowledge from a sociological perspective **Form of Assessment** : Participatory Activities, Practice/Performance	Simulation, Presentation and Discussion 2 X 50			6%
12	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Critical Education in Higher Education	**Criteria:** Students graduate if they can master factual knowledge, conceptual knowledge and metacognitive knowledge. Critical Education in Higher Education **Form of Assessment** : Participatory Activities	Presentation and Discussion 2 X 50			5%
13	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Education and Democracy	**Criteria:** Students graduate if they master factual, conceptual, and metacognitive knowledge of education and democracy **Form of Assessment** : Participatory Activities, Practice/Performance	Presentation and Discussion 2 X 50			7%
14	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining Gender in Education	**Criteria:** Students graduate if they can explain factual, conceptual, and metacognitive knowledge of gender and education **Form of Assessment** : Participatory Activities	Discussion Presentation 2 X 50			5%
15	Master and apply basic concepts of sociology to become an analyst and researcher of development and education problems	Explaining the Criticism of Educational Positivism	**Criteria:** Students graduate if they master factual knowledge, conceptual knowledge and metacognitive knowledge. Educational Positivism and its Criticism **Form of Assessment** : Participatory Activities	Discussion Presentation 2 X 50			5%
16	FINAL EXAMS		**Form of Assessment** : Test	2 X 50			10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	63%
2.	Practice / Performance	17%
3.	Test	20%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.