



**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
Education and Gender Studies	6920102061	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Refti Handini Listyani, S.Sos., M.Si.	Dr. Agus Machfud Fauzi, M.Si.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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Program Objectives (PO)	
PO - 1	Utilizing learning resources and technology-based media in studying gender and education issues.
PO - 2	Mastering gender concepts and their application in studying educational issues in the context of developing a gender-just life.
PO - 3	Make decisions to resolve problems of gender inequality in education and various areas of life using principles and
PO - 4	Responsible for own and group learning performance in achieving optimal learning outcomes in gender and education subjects.

PLO-PO Matrix						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	Study and understanding of gender concepts, principles and theories related to education, gender bias in education, gender socialization, education with a gender perspective, the role of education in creating a gender-just life order through learning activities presented through theoretical studies, discussions, as well as product and project tasks.
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Abdullah, Irwan, 2006. Sangkan Paran Gender. Yogyakarta: Pustaka Pelajar. 2. Bhasin, Kamla, 1996. Menggugat Patriarki. Yogyakarta: Kalyanamitra. 3. Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer. 4. Fakhri, Mansoer, 2010. Analisis Gender dan Transformasi Sosial. Yogyakarta: Pustaka Pelajar. 5. Lips, Hilary, 2008. Sex and Gender. An Introduction. New York: McGraw-Hill Companies Inc. 6. Mosse, Julia Cleves, 1996. Gender dan Pembangunan. Yogyakarta: Pustaka Pelajar. 7. Muthaliin, Achmad, 2012. Bias Gender dalam Pendidikan. Surakarta: Muhammadiyah University Press. 8. Paechter, Carrie, 2003. Educating the Other Gender, Power, and Schooling. London: Falmer Press. 9. Peraturan Menteri Pendidikan Nasional Nomor 84 Tahun 2008 tentang Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan. 10. Walby, Sylvia, 2014. Teorisisasi Patriarki. Yogyakarta: Jalasutra. 11. Wharton, Amy S., 2005. The Sociology of Gender. An Introduction to Theory and Research. Malden USA: Blackwell Publishing. 12. Fennell, Shailaja and Madeleine Arnot. 2008. Gender Education and Equality in a Global Context: Conceptual frameworks and policy perspectives. London and New York: Routledge. 13. Cole, Mike. 2000. Education, Equality and Human Rights Issues of Gender, 'Race', Sexuality, Special Needs and Social Class. London and New York: Routledge. 14. Benbenishty, Rami and Ron Avi Astor. 2005. School Violence in Context: Culture, Neighborhood, Family, School, and Gender. New York: Oxford University Press. 15. Aikman, Sheila and Elaine Unterhalter. 2007. Practising Gender Equality in Education. United Kingdom: Oxfam. 16. Darling, John and Anthony Glendinning. 1996. Gender Matters in Schools Pupils and Teachers. London: Cassell. 17. Ali, Suki., et.al. 2004. The Politics of Gender and Education: Critical Perspectives. New York: Palgrave Macmillan. <p>Supporters:</p>
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1. Artikel jurnal internasional: Gender Discrimination and Education Practitioners. Reality, Perception, Possible Solutions, Procedia - Social and Behavioral Sciences 127 (2014) 459 – 463
2. Girls Are... Boys Are... : Myths, Stereotypes & Gender Differences, Patricia B. Campbell, Ph.D. Jennifer N. Storo. Office of Educational Research and Improvement U.S. Department of Education Richard W. Riley, Secretary.
3. Gender Education and Equality in a Global Context Conceptual frameworks and policy perspectives Edited by Shailaja Fennell and Madeleine Arnot. 2008.Routledge, New York.
4. Educating the Other: Gender, Power and Schooling Carrie F.Paechter. 1998. The Falmer Press (A member of the Taylor & Francis Group) London • Washington, D.C.
5. Practising Gender Equality in Education Edited by Sheila Aikman and Elaine Unterhalter. Oxfam GB 2007.
6. Gender Matters in Schools Pupils and Teachers. John Darling and Anthony Glendinning. Cassel 1996.
7. The Politics of Gender and Education Critical Perspectives Edited by Suki Ali, Shereen Benjamin & Melanie Mauthners. 2004. Palgrave.

Supporting lecturer
Dr. Refli Handini Listyani, S.Sos., M.Si.

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	understand the college contract & syllabus	Explaining college contracts & RPS	Criteria: formulate individual tasks and group tasks Form of Assessment : Participatory Activities	Lectures, discussions 2 X 50	Lectures, discussions	Material: Understanding lesson plans in Education and Gender Studies Bibliography: <i>Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer.</i>	5%
2	Describe the concept of gender discrimination in education	identifying gender discrimination in education	Criteria: Completely formulate gender discrimination in education. Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 2 X 50	Behavioristic/Expository/Lecture Approach	Material: Introduction: Gender discrimination in a patriarchal life order and its impact on education Reference: <i>Muthalin, Achmad, 2012. Gender Bias in Education. Surakarta: Muhammadiyah University Press.</i>	5%
3	Master the importance of critical pedagogy in education	Describe the importance of critical pedagogy in education	Criteria: Completely formulate critical pedagogy in education along with supporting data. Form of Assessment : Participatory Activities	Behavioral/Expository/Lecture Approach 2 X 50	Behavioral/Expository/Lecture Approach	Material: Critical pedagogy; Thoughts, substance, and importance of critical pedagogy in creating an egalitarian life order; Critical pedagogy: critical pedagogy thinkers Bibliography: <i>Paechter, Carrie, 2003. Educating the Other Gender, Power, and Schooling. London: Falmer Press.</i>	5%

4	Mastering the role of education in building an egalitarian society	Identify the role of education in social change	<p>Criteria: Completely formulate the role of education in social change</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	<p>Material: The role of education (formal, informal and non-formal) in gender socialization; Gender socialization agents in creating change towards creating an egalitarian life. References: <i>Fennell, Shailaja and Madeleine Arnot. 2008. Gender Education and Equality in a Global Context: Conceptual frameworks and policy perspectives. London and New York: Routledge.</i></p>	5%
5	Distinguish between the concepts of gender equality and inequality	<ol style="list-style-type: none"> 1. Identify the characteristics of gender sensitive and aware attitudes 2. Distinguishing the concepts of gender equality and justice from gender bias (unfairness). 	<p>Criteria: formulate in full the characteristics of a sensitive and gender-aware attitude</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	<p>Material: Gender sensitivity and awareness; Gender Equality and Justice; The impact of gender bias in life Reader: <i>Cole, Mike. 2000. Education, Equality and Human Rights Issues of Gender, 'Race', Sexuality, Special Needs and Social Class. London and New York: Routledge.</i></p>	5%
6	Mastering gender theories	Describe gender theories	<p>Criteria: Completely formulate gender theories</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	<p>Material: Gender theories Bibliography: <i>Wharton, Amy S., 2005. The Sociology of Gender. An Introduction to Theory and Research. Malden USA: Blackwell Publishing.</i></p>	5%
7	Describe socialization theory in explaining educational phenomena	<ol style="list-style-type: none"> 1. Identify core socialization theories 2. Applying theory in explaining an educational phenomenon 	<p>Criteria: Contents of the paper, questions, rebuttals and logical answers.</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	<p>Material: Theories in gender socialization Reference: <i>Wharton, Amy S., 2005. The Sociology of Gender. An Introduction to Theory and Research. Malden USA: Blackwell Publishing.</i></p>	5%
8	Master the sociological theory of gender and be able to apply it in research with education and gender studies	identify and analyze educational and gender phenomena	<p>Criteria: precise and logical answers, depth of analysis</p> <p>Form of Assessment : Participatory Activities, Tests</p>	written test 2 X 50	written test	<p>Material: 1. the role of education in gender equality 2. gender discrimination in education 3. Gender Theories Bibliography: <i>Aikman, Sheila and Elaine Unterhalter. 2007. Practicing Gender Equality in Education. United Kingdom: Oxfam.</i></p>	10%

9	Describe socialization theory in explaining educational phenomena	1. Identify and review gender and feminist theories 2. Applying gender theory and feminism in explaining an educational phenomenon	Criteria: Contents of the paper/PPT, questions, rebuttals and logical answers Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: Gender theory and feminism References: <i>Benbenishty, Rami and Ron Avi Astor. 2005. School Violence in Context: Culture, Neighborhood, Family, School, and Gender. New York: Oxford University Press.</i>	5%
10	Describe PUG strategies in education	Identifying the consequences of issuing a PUG policy in education	Criteria: Contents of the paper/PPT, questions, rebuttals and logical answers Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: PUG in Education; Skills with a gender perspective (knowledge, awareness and gender sensitivity in the implementation of education) References: <i>Darling, John and Anthony Glendinning. 1996. Gender Matters in Schools Pupils and Teachers. London: Cassell.</i>	5%
11	Analyzing the phenomenon of gender bias in various areas of life and educational strategies to create an egalitarian life order	Analyze gender issues in education using a critical approach.	Criteria: Contents of the paper/PPT, questions, rebuttals and logical answers Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: Gender inequality in life; Gender equality through education References: <i>Ali, Suki., et.al. 2004. The Politics of Gender and Education: Critical Perspectives. New York: Palgrave Macmillan.</i>	5%
12	Analyzing the phenomenon of gender bias in various areas of life and educational strategies to create an egalitarian life order	Analyze gender issues in education using a critical approach.	Criteria: fill in the ppt/paper, questions, rebuttals and relevant answers Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: Gender bias in educational practice References: <i>Girls Are... Boys Are... : Myths, Stereotypes & Gender Differences, Patricia B. Campbell, Ph.D. Jennifer N. Storo. Office of Educational Research and Improvement US Department of Education Richard W. Riley, Secretary.</i>	5%
13	Analyzing the phenomenon of gender bias in various areas of life and educational strategies to create an egalitarian life order	Analyze gender inequality; Analyzing efforts to break gender inequality	Criteria: Contents of the paper/PPT, questions, rebuttals and logical answers Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: Gender bias in educational practice Reference: <i>Gender Education and Equality in a Global Context Conceptual frameworks and policy perspectives Edited by Shailaja Fennell and Madeleine Arnot. 2008. Routledge, New York.</i>	5%

14	Reporting the results of analysis of the phenomenon of gender bias education (learning resources, learning media, educational policies and practices)	1.Analyzing gender inequality 2.Providing solutions for efforts to break gender inequality	Criteria: contents of the paper, rebuttal, and critical answers Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: Analysis of the phenomenon of gender bias education Reference: <i>Educating the Other: Gender, Power and Schooling</i> Carrie F. Paechter. 1998. The Falmer Press (A member of the Taylor & Francis Group) London • Washington, DC	5%
15	Reporting the results of analysis of the phenomenon of gender bias education (learning resources, learning media, educational policies and practices)	Presenting the results of analysis of gender phenomena related to education	Criteria: PPT/paper content, argumentative rebuttal, and critical answer Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Constructivist/Cooperative Learning/Discussion 2 X 50	Constructivist/Cooperative Learning/Discussion	Material: Analysis of the phenomenon of gender bias education References: <i>Cole, Mike. 2000. Education, Equality and Human Rights Issues of Gender, 'Race', Sexuality, Special Needs and Social Class. London and New York: Routledge.</i>	15%
16	Master the sociological theory of gender and be able to apply it in research with education and gender studies	identify and analyze educational and gender phenomena	Criteria: precise and logical answers, depth of analysis Form of Assessment : Participatory Activities, Tests	Written test/essay questions 2 X 50	Written Test/essay questions	Material: 1. the role of education in gender equality 2. gender discrimination in education 3. Gender Theories Bibliography: <i>Benbenishty, Rami and Ron Avi Astor. 2005. School Violence in Context: Culture, Neighborhood, Family, School, and Gender. New York: Oxford University Press.</i>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Project Results Assessment / Product Assessment	22.5%
3.	Test	10%
		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** 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.
- 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.

