| | Universitas Negeri Surabaya<br>Faculty of Social Sciences and Law<br>Sociology Undergraduate Study Program | | | | | **Document Code** |
|---|---|---|---|---|---|---|

## SEMESTER LEARNING PLAN

| **Courses** | | **CODE** | **Course Family** | **Credit Weight** | | | **SEMESTER** | **Compilation Date** |
|---|---|---|---|---|---|---|---|---|
| **Family Sociology** | | 6920102262 | Compulsory Study Program Subjects | T=2 | P=0 | ECTS=3.18 | 4 | July 17, 2024 |
| **AUTHORIZATION** | | **SP Developer** | | **Course Cluster Coordinator** | | | **Study Program Coordinator** | |
| | | Dr. Refti Handini Listyani, S.Sos., M.Si. | | ....................................... | | | 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)** |
| | **PO - 1** Able to utilize IT to search for sources of information to examine concepts, theories and family problems |
| | **PO - 2** Able to master concepts and theories to examine family problems |
| | **PO - 3** Able to make decisions in applying concepts and theories in studying family problems |
| | **PO - 4** Responsible for learning performance and collaborating in conducting studies of family problems |
| | **PLO-PO Matrix** |

| P.O |
|---|
| PO-1 |
| PO-2 |
| PO-3 |
| PO-4 |

**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 |
| PO-1 | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | |

| **Short Course Description** | This course focuses on two things, namely: First, forming students' schemata about various concepts and theories about family sociology. For this reason, this course provides an overview to understand the meaning of family from various paradigms, the importance of the family as a social institution, social system and social group. Students are also invited to understand the social structure and function of the family, family variations, relationships and social interactions between family members as well as various problems in the family such as intergenerational gaps, divorce, violence which are the causes of family disorganization. Apart from that, the changes that occur from outside the family institution also study the impact on the family institution, and vice versa. This course provides students with an understanding of the social relations between the family as a social institution and other institutions such as economics, politics, health, religion, etc. Second, this course also provides learning experiences for students to carry out small research in the field. Students are also asked to prepare written reports and present them using PowerPoint. This course uses an expository and exploratory approach. |
|---|---|
| **References** | **Main :** |

1. Baptist, Joyce Alexandria. Coming Out: One Familys Story. Dissertation: Faculty of Virginia Polytechnic Institute and State University.
2. Boykin, Esther Laree. 2004. Successful Teenage Marriages: A Qualitative Study of How Some Couples Have Made it Work. Thesis. Virginia: Falls Church.
3. Coltrane, Scott and Randall Collins. 2001. Sociology of The Marriage and The Family. Canada: Wadsworth
4. Dietzman, Tina M. 2002. The Role of Parental Support in the Home Environment and Student Academic Achievement. Thesis: The Graduate College University of Wisconsin-Stout.
5. Ekaterina, Korobtseva. 2003. Late Marriages in Contemporary Japan. Dissertation: Department of Sociology University of Oxford.
6. Goode, William J. 2007. Sosiologi Keluarga. Jakarta: Bumi Aksara.
7. Huraerah, Abu. 2012. Kekerasan terhadap Anak. Bandung: Nuansa Cendekia.
8. Khairudin. 2008. Sosiologi Keluarga. Yogyakarta: Liberty.
9. Kitala, Fatuma S. 2005. Family Policy In Lithuania: Changes And Problems. Thesis: Stockholm Oxford
10. McIntosh and Bauer. 2006. Working Mothers Vs Stay At Home Mothers: The Impact On Children. Thesis: Marietta College.
11. Mustakim. 2012. Cakrawala KB Kependudukan dan Pemberdayaan Keluarga. Jakarta: Referensi.
12. Narwoko, J. Dwi dan Bagong Suyanto. Ed. 2004. Sosiologi: Teks Pengantar dan Terapan. Jakarta: Prenada Media.
13. Oinonen, Eriikka. 2008. Families in Converging Europe: A Comparison of Forms, Structures and Ideals. New Jersey: Palgrave MacMillan.
14. Sadewo dan Legowo. 2009. Wanita dan Keluarga dalam Masyarakat yang Berubah. Surabaya: Unesa Press.
15. Schiff, Sarah Eden. 2004. Family Systems Theory as Literary Analysis: The Case of Philip Roth. Thesis: University of Florida.
16. Schanzel, Heike Annette. 2010. Family Time And Own Time On Holiday: Generation, Gender, And Group Dynamic Perspectives From New Zealand. Thesis: Victoria University of Wellington
17. Scott, Lisa Renette. 2004. Familial, Educational, and Economic Values and Experiences of
18. Single African American Mothers in Poverty. Thesis: University Oxford, Ohio.
19. Soekanto, Soerjono. 2003. Sosiologi Suatu Pengantar. Jakarta: Raja Grafindo Persada.
20. ------------------------ 2004. Sosiologi Keluarga: tentang Ikhwal Keluarga, Remaja dan Anak. Jakarta: Rineka Cipta.
21. Suardiman, Siti Partini. 2001. Perempuan Kepala Rumah Tangga. Yogyakarta: Jendela.
22. Suhendi, Hendi dan Ramdani Wahyu. 2001. Pengantar Studi Sosiologi Keluarga. Bandung: Pustaka Setia.
23. Suyanto, Bagong. 2010. Masalah Anak Sosial. Jakarta: Kencana.
24. Tjernstrom, Hanna. 2005. Parents 19 Wishes and Children 19s Lives Where Does Education Lead? Social Change and Change of Mind Among Young People in West-Central Tanzania Report from a Minor Field Study. Thesis: Department of Cultural Anthropology and Ethnology. Uppsala University

| Supporters: | |
|---|---|
| | |

| Supporting lecturer | Dr. Refti Handini Listyani, S.Sos., M.Si. Silkania Swarizona, S.IP., M.IP. |
|---|---|

| 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 | Lecture Contract & Syllabus Master and apply the definition and scope of family sociology to become an analyst and researcher of development and education problems. | Introduction: Explains the definition and scope of family sociology. | **Criteria:** Formulates completely the definition and scope of family sociology  **Form of Assessment** : Participatory Activities | Behavioristic / Expository Approach / Lectures 2 X 50 | | **Material:** □ Characteristics of the Family □ Family as a Distinctive Institution □ Definition of Family Sociology □ Objects of Family Sociology Study □ Methods in Family Sociology □ Development of Family Sociology Studies **References:** *Goode, William J. 2007. Family Sociology. Jakarta: Bumi Literacy.* | 5% |
| 2 | Master and apply the concept of family from a sociological perspective to become an analyst and researcher of development and education problems | Explaining the family from a sociological perspective | **Criteria:** Completely formulate the family from a sociological perspective  **Form of Assessment** : Participatory Activities | Behavioristic/Expository/Lecture Approach 2 X 50 | | **Material:** □ Functional-Structural Theory □ Conflict Theory □ Symbolic Interactionism Theory **Reader:** *Khairudin. 2008. Sociology of the Family. Yogyakarta: Liberty.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 3 | Master and apply the concept of family and community relations to become an analyst and researcher of development and education problems | Explain the relationship between family and society | **Criteria:** Completely formulate family and community relations, <br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion 2 X 47 | | **Material:** □ family and society □ family and state □ family as the core of society □ family as a social institution **Reader:** *Suhendi, Hendi and Ramdani Wahyu. 2001. Introduction to Family Sociology Studies. Bandung: Pustaka Setia.* | 5% |
| 4 | Mastering and applying the concept of nuclear family social institutions to become an analyst and researcher of development and education problems | Identify the social institutions of the nuclear family | **Criteria:** fully formulate the social institutions of the nuclear family <br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion 2 X 50 | | **Material:** □ Kinship system □ Dating institutions □ Proposal rules □ Engagement rules □ Marriage rules □ living together without getting married □ divorce system □ single parent family life **Bibliography:** *Coltrane, Scott and Randall Collins. 2001. Sociology of Marriage and the Family. Canada: Wadsworth* | 5% |
| 5 | Master and apply the concept of family forms to become an analyst and researcher of development and education problems | Explain the forms of family | **Criteria:** Completely formulate the forms of family <br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion 2 X 50 | | **Material:** □ Inner family □ Extended family □ Root family □ Joint family □ Family of procreation and orientation □ Forms of marriage **Bibliography:** *Baptist, Joyce Alexandria. Coming Out: One Family's Story. Dissertation: Faculty of Virginia Polytechnic Institute and State University.* | 5% |
| 6 | Master and apply the concept of family types to become an analyst and researcher of development and education problems | Identify family types | **Criteria:** Completely formulate the types of families <br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion 2 X 50 | | **Material:** □ Conjugal Family □ Consanguine Family □ Types of Family in pre-literate society □ historical family types □ modern democratic family types □ classification of family forms **Bibliography:** *Schiff, Sarah Eden. 2004. Family Systems Theory as Literary Analysis: The Case of Philip Roth. Thesis: University of Florida.* | 5% |

| 7 | Master and apply the concept of family function to become an analyst and researcher of development and education problems. | Identify family functions | **Criteria:** Completely formulate family functions<br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion 2 X 50 | | **Material:** ☐ Basic functions of the family ☐ Changes in the basic functions of the family ☐ changing aspects of family functions ☐ changes in the central functions of the family ☐ family life cycle ☐ division of labor according to gender ☐ sex roles ☐ marital adjustments ☐ male power ☐ working mother ☐ drive for achievement ☐ dependency and freedom in children **References:** *Oinonen, Eriikka. 2008. Families in Converging Europe: A Comparison of Forms, Structures and Ideals. New Jersey: Palgrave MacMillan.* | 5% |
| 8 | UTS | Answer all questions independently | **Criteria:** Formulate answers correctly along with supporting data<br><br>**Form of Assessment** : Participatory Activities, Tests | Written Test 2 X 50 | Take Home | **Material:** Concepts, Theories and Changes in Family Institutions **References:** *Tjernstrom, Hanna. 2005. Parents 19 Wishes and Children 19s Lives Where Does Education Lead? Social Change and Change of Mind Among Young People in West-Central Tanzania Report from a Minor Field Study. Thesis: Department of Cultural Anthropology and Ethnology. Uppsala University* | 10% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 9 | Master and apply the concept of socialization in the family | Identifying socialization in the family | **Criteria:** Completely formulate socialization in the family<br><br>**Form of Assessment** : Participatory Activities | Behavioristic/ Expository/Lecture 2 X 50 | | **Material:** □ Relationship between husband and wife □ Relationship between children and parents □ Some problems in the relationship between teenagers and parents □ Relationship between siblings, □ Relationship between family and neighbors □ Relationship between parents and their married children □ Family relationship with social institutions □ Impact of the social environment big city towards the family **Reader:** *Schanzel, Heike Annette. 2010. Family Time And Own Time On Holiday: Generation, Gender, And Group Dynamic Perspectives From New Zealand. Thesis: Victoria University of Wellington* | 5% |
| 10 | Mastering and applying the concept of change to family patterns | Identify changes in family patterns | **Criteria:** Completely formulate changes in family patterns<br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion 2 X 50 | | **Material:** □ factors of family change □ problems of family change □ Industrialization and the family □ influence of technological and economic changes □ changes in family structure **References:** *Kitala, Fatuma S. 2005. Family Policy In Lithuania: Changes And Problems. Thesis: Stockholm Oxford* | 5% |

| | | | Criteria / Form of Assessment | Learning Model | | Material / Reader | % |
|---|---|---|---|---|---|---|---|
| 11 | Master and apply the concepts of social problems for children and adolescents | Identifying social problems of children and adolescents | **Criteria:** Completely formulate the social problems of children and adolescents<br><br>**Form of Assessment** : Participatory Activities | Constructivist/Cooperative Learning/Discussion<br>2 X 50 | | **Material:** ☐ Building a family ☐ Division of roles between husband and wife in educating children ☐ Teenagers and their problems ☐ aspects that influence teenage recreation ☐ environment for children and teenagers<br>**Reader:** *Suyanto, Bagong. 2010. Social Children's Problems. Jakarta: Kencana.* | 5% |
| 12 | Master and apply concepts and theories in preparing small research | Collect data in the field | **Criteria:** Adapting the problem formulation to theory and research methods<br><br>**Form of Assessment** : Participatory Activities | Constructivist Approach/Problem Based Learning Model/Exploration<br>2 X 50 | | **Material:** research proposal - data processing - data analysis - drawing conclusions<br>**References:** *Baptist, Joyce Alexandria. Coming Out: One Family's Story. Dissertation: Faculty of Virginia Polytechnic Institute and State University.* | 5% |
| 13 | Compile research reports (small research) | Carry out data processing and prepare reports to present report results | **Criteria:** Adapt the problem formulation to the theory, research methods and data collected<br><br>**Form of Assessment** : Participatory Activities | Constructivist Approach/Cooperative Learning Model/Exploration<br>2 X 50 | | **Material:** research proposal - data processing - data analysis - drawing conclusions<br>**References:** *Boykin, Esther Laree. 2004. Successful Teenage Marriages: A Qualitative Study of How Some Couples Have Made it Work. Thesis. Virginia: Falls Church.* | 5% |
| 14 | Prepare research reports | Develop data analysis | **Criteria:** Adapt the problem formulation to theory, research methods and data analysis results<br><br>**Form of Assessment** : Participatory Activities | Constructivist Approach/Cooperative Learning Model/Exploration<br>2 X 50 | | **Material:** research proposal - data processing - data analysis - drawing conclusions<br>**References:** *Dietzman, Tina M. 2002. The Role of Parental Support in the Home Environment and Student Academic Achievement. Thesis: The Graduate College University of Wisconsin-Stout.* | 5% |

| 15 | Prepare research results reports | Present and present research reports using power point | **Criteria:**  ☐ verbal communication ☐ argumentation ☐ media<br><br>**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment | Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50 | | **Material:** research proposal - data processing - data analysis - drawing conclusions **References:** *McIntosh and Bauer. 2006. Working Mothers Vs Stay At Home Mothers: The Impact On Children. Thesis: Marietta College.* | 15% |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 16 | UAS | Understand and explain all concepts, theories and research methods in family sociology | **Criteria:**  Value of answers to UAS questions<br><br>**Form of Assessment** : Test | Written Test 2 X 50 | Take Home | **Material:** Family: Concept. Theory, Methods, and Analysis of Change **Literature:** *McIntosh and Bauer. 2006. Working Mothers Vs Stay At Home Mothers: The Impact On Children. Thesis: Marietta College.* | 10% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
| --- | --- | --- |
| 1. | Participatory Activities | 77.5% |
| 2. | Project Results Assessment / Product Assessment | 7.5% |
| 3. | Test | 15% |
| | | 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** 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.