



**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
Study of Violence in Schools	6920102265	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	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 Utilizing IT to explore sources of information about the concepts of violence in schools to examine development and education problems																																																																																																				
	PO - 2 Mastering the concepts of violence in schools to analyze development and education problems																																																																																																				
	PO - 3 Make relevant decisions about the concepts of violence in schools to analyze development and education problems																																																																																																				
	PO - 4 Responsible for self-learning performance, agreement with group colleagues in understanding relevant concepts																																																																																																				
	PLO-PO Matrix																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description Through this course, students are invited to understand and apply the concepts of violence in schools to analyze development and education problems. In turn, students are asked to do simple research about these things.

References	Main :

1. Page, Jonathan. Daniels, Jeffry A., and Craig, Steven J. 2015. Violence in Schools, Florida. New York: Springer.
2. Florence L. Denmark et.al (ed). 2005. Violence in Schools: Cross National and Cross-cultural Perspective. New York: Springer.
3. Abd. Rahman Assegaf. 2004. Pendidikan Tanpa Kekerasan: Tipologi, Kondisi Kasus dan Konsep. Yogyakarta: Tiara Wacana.
4. Nanang Martono . 2012. K ekerasan Simbolik di Sekolah: Sebuah Ide Sosiologi Pendidikan Pierre Bourdieu. Jakarta: Rajagrafindo Persada.
5. H. Svi Shapiro. 2010. Educating Youth for a World Beyond Violence: A Pedagogy for Peace . New York: Palgrave Macmillan.
6. M. Arif Affandi dan FX Sri Sadewo. 2017/ Membedah Kekerasan di Sekolah. Surabaya: Unesa Press.
7. 2016_Debert and Gregori-Conceptualising violence and gender in the Brazilian context
8. 2017.CYBERBULLYING,VIOLENCE BEHIND THE MEDIA SOCIAL DEVELOPMENT
9. An exploration of media violence in a junior-high school art classroom
10. Cleary-Sex Offender and Self-Control, Explaining Sexual Violence
11. Gender violence and social networks in adolescents. The case of the __ province of Malaga
12. IMPACT OF EXPOSURE TO VIOLENCE IN SCHOOL ON CHILD AND ADOLESCENT MENTAL
13. PARTNER VIOLENCE IN UNIVERSITY STUDENTS
14. Youth violence at school_and_the_intersection of gender, race, and ethnicity
15. preventing violence against children in schools, Srilanka
16. Perceptions of violence and fear of school attendance among junior high
17. Rami Benbenishty, Ron Avi Astor - School Violence in Context_ Culture, Neighborhood, Family, School, and Gender (2005)
18. UNDERSTANDING OF SYMBOLIC VIOLENCE
19. The_School_Violence_Dilemma
20. Telling Stories of Violence in Adult ESL Classrooms, Disrupting Safe Spaces
21. Symbolic and institutional violence and critical education spaces
22. Student threats of violence against teachers
23. Segregation and School Violence.OXFORD.2016
24. School Violence in Children and Adolescents
25. School and Violence
26. violence in brazilia
27. The Euphemization as the Mechanism of Symbolic Violence of the Teachers in Classroom
28. The Loneliness Levels as the Predictor of University Students' Violence

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	Explain the scope of the study of violence in schools	Explain the meaning, perspective and scope of education and violence studies	Criteria: Understand the meaning, perspective and scope of education and violence studies Form of Assessment : Participatory Activities	Face to face and Discussion 2 X 50	Discussion	Material: Introduction to the perspective and scope of education and violence studies. Reference: M. Arif Affandi and FX Sri Sadewo. 2017/ <i>Dissecting Violence in Schools.</i> Surabaya: Unesa Press.	5%
2	Identifying violence in schools from various perspectives	Explaining education and violence from historical, socio-cultural, economic and policy perspectives	Criteria: Understanding education and violence from historical, socio-cultural, economic and policy perspectives Form of Assessment : Participatory Activities	Face to Face and Discussion 2 X 50		Material: Violence in historical, socio-cultural, economic and policy perspectives. References: Page, Jonathan. Daniels, Jeffry A., and Craig, Steven J. 2015. <i>Violence in Schools, Florida.</i> New York: Springer.	5%
3	Identifying the social context of violence in the world of education and the explanatory factors	1.Discuss the social context of violence in education and environmental factors 2.Discuss the social context of violence in education and individual factors	Criteria: 1.Completely formulate the social context of violence in the world of education and environmental factors 2.Completely formulate the social context of violence in the world of education and individual factors Form of Assessment : Participatory Activities	Face to face and Discussion 2 X 50		Material: Social context of violence in schools References: M. Arif Affandi and FX Sri Sadewo. 2017/ <i>Dissecting Violence in Schools.</i> Surabaya: Unesa Press.	5%

4	Identifying the social context of violence in the world of education and the explanatory factors	1. Discuss the social context of violence in education and environmental factors 2. Discuss the social context of violence in education and individual factors	Criteria: 1. Completely formulate the social context of violence in the world of education and environmental factors 2. Completely formulate the social context of violence in the world of education and individual factors Form of Assessment : Participatory Activities	Face to face and Discussion 2 X 50		Material: Social context of violence in education and environmental factors Reference: <i>Abd. Rahman Assegaf. 2004. Nonviolent Education: Typology, Case Conditions and Concepts. Yogyakarta: Tiara Wacana.</i>	5%
5	Explain the forms and cases of violence in education	Identifying forms and cases of violence in education	Criteria: Completely formulate the forms and cases of violence in education Form of Assessment : Participatory Activities	Face to Face and Discussion 2 X 50		Material: Forms and cases of violence in education Reader: <i>Nanang Martono. 2012. Symbolic Violence in Schools: An Idea of Pierre Bourdieu's Sociology of Education. Jakarta: Rajagrafindo Persada.</i>	5%
6	Identifying forms and cases of violence in education	Identifying forms and cases of violence in education	Criteria: Score 100, if correct Form of Assessment : Participatory Activities	Face to Face and Discussion 2 X 50		Material: Forms and cases of violence in education in Indonesia Library: <i>2016. Debert and Gregori-Conceptualising violence and gender in the Brazilian context</i>	5%
7	Identifying forms and cases of violence in education	Identifying forms and cases of violence in education	Criteria: Completely formulate the forms and cases of violence in education Form of Assessment : Participatory Activities	Face to Face and Discussion 2 X 50		Material: Forms and cases of violence in education Reference: <i>2017. CYBERBULLYING, VIOLENCE BEHIND THE SOCIAL MEDIA DEVELOPMENT</i>	5%
8	Master sociological concepts and theories to be applied in analyzing violence in schools	UTS	Criteria: Formulate answers correctly along with logical supporting data Form of Assessment : Participatory Activities, Tests	Written Test 2 X 50	Take home	Material: Sociological concepts and theories in analyzing violence in schools Library: <i>The_School_Violence_Dilemma</i>	10%
9	Identifying forms of intervention and prevention of violence in education	1. Discuss forms of intervention and prevention of violence in education within schools 2. Discuss forms of intervention and prevention of violence in education outside of school	Criteria: 1. Completely formulate forms of intervention and prevention of violence in education within schools 2. Completely formulate forms of intervention and prevention of violence in education outside of school Form of Assessment : Participatory Activities	Face to face and Discussion 2 X 50		Material: Forms of intervention and prevention of violence in education Reference: <i>Rami Benbenishty, Ron Avi Astor - School Violence in Context_ Culture, Neighborhood, Family, School, and Gender (2005)</i>	5%
10	Identifying forms of intervention and prevention of violence in education	1. Discuss forms of intervention and prevention of violence in education within schools 2. Discuss forms of intervention and prevention of violence in education outside of school	Criteria: 1. Completely formulate forms of intervention and prevention of violence in education within schools 2. Completely formulate forms of intervention and prevention of violence in education outside of school Form of Assessment : Participatory Activities	Face to face and Discussion 2 X 50		Material: Forms of intervention and prevention of violence in education Reference: <i>Perceptions of violence and fear of school attendance among junior high</i>	5%

11	Identifying forms of post-violence handling at school	Discuss forms of handling after violence in schools	Criteria: Score 100 if correct Form of Assessment : Participatory Activities	Discussion and face to face 2 X 50		Material: Forms of handling after violence in schools Reference: <i>Perceptions of violence and fear of school attendance among junior high</i>	5%
12	Identifying issues of violence in schools	Able to carry out simple research	Criteria: Develop a simple research problem formulation about violence in schools Form of Assessment : Participatory Activities	Social investigation 2 X 50		Material: Issues of violence in schools Reference: <i>preventing violence against children in schools, Sri Lanka</i>	5%
13	Carrying out research on violence in schools	Able to carry out simple research on violence in schools	Criteria: Collect and analyze data related to the issue of violence in schools Form of Assessment : Participatory Activities	Social investigation 2 X 50		Material: Issues of violence at school Reference: <i>Youth violence at school and the intersection of gender, race, and ethnicity</i>	5%
14	Carrying out research on violence in schools	Able to carry out simple research on violence in schools	Criteria: Develop conclusions from the results of research on violence in schools Form of Assessment : Participatory Activities	Social investigation 2 X 50		Material: Issues of violence in schools Reference: <i>PARTNER VIOLENCE IN UNIVERSITY STUDENTS</i>	5%
15	Carrying out research on violence in schools	Able to carry out simple research on violence in schools	Criteria: prepare research reports in accordance with the rules of scientific writing Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Social investigation 2 X 50		Material: Issues of violence in schools Reference: <i>IMPACT OF EXPOSURE TO VIOLENCE IN SCHOOL ON CHILD AND ADOLESCENT MENTAL</i>	15%
16	Carrying out research on violence in schools	Answer all questions independently	Criteria: Formulate answers correctly along with logical supporting data Form of Assessment : Participatory Activities, Tests	Written test 2 X 50	take home	Material: Theory, methods and analysis of the study of violence in schools Reference: <i>UNDERSTANDING OF SYMBOLIC VIOLENCE</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	82.5%
2.	Project Results Assessment / Product Assessment	7.5%
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.

