



**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						
Rural Sociology	6920103214	Compulsory Curriculum Subjects - Institutional	T=3	P=0	ECTS=4.77	3	January 5, 2022						
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator							
	Dr. Sugeng Harianto, 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)												
	PLO-PO Matrix												
		<table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">P.O</td> <td colspan="6"></td> </tr> </table>						P.O					
P.O													
Short Course Description	This course focuses on two things: First, forming students' schemata about sociological concepts and theories related to formal objects and material objects of rural sociology, study methods, theoretical perspectives, economic systems and activities of village communities, social systems and activities, village community culture, local systems and politics, land tenure patterns, social change, social problems, and community empowerment. Second, provide experience for students in groups to practice conducting small research in the field and compiling reports and giving seminars using power point. To achieve this competency, expository, explanatory and exploratory approaches are used.												
	<p>References Main :</p> <ol style="list-style-type: none"> Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publication. Adiwibowo, Soeryo. Dkk. Penyunting. Ranah Kajian Sosiologi Pedesaan. Bogor: Departemen Komunikasi Pengembangan Masyarakat Institut Pertanian Bogor. Scott, James C.. 1995. Moral Ekonomi Petani. Terjemahan. Jakarta: Yayasan Obor Indonesia. Scott, James C.. 1996. Perlawanan Kaum Tani. Terjemahan. Jakarta: Yayasan Obor Indonesia. Chambers, Robert. 1996. Pembangunan Desa Mulai dari Belakang. Terjemahan. Jakarta: LP3ES. Tjondronegoro, Sediono M.P.. 1984. Dua Abad Penguasaan Tanah. Pola Penguasaan Tanah Pertanian di Jawa dari Masa ke Masa. Jakarta: Gramedia Pustaka Utama. <p>Supporters:</p>												
Supporting lecturer	Dr. Sugeng Harianto, M.Si. Pambudi Handoyo, S.Sos., M.A. 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	Explain the object of study in rural sociology	1.Analyzing the objects of rural sociology study 2.Analyzing rural sociological research methods 3.Analyzing the benefits or usefulness of rural sociology	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities	3 X 50	3 x 50	Material: <input type="checkbox"/> Understanding rural sociology <input type="checkbox"/> Formal motorcycle taxis <input type="checkbox"/> Material objects <input type="checkbox"/> Paradigms <input type="checkbox"/> Quantitative research methods <input type="checkbox"/> Qualitative research methods References: Adiwibowo, Soeryo. et al. Editor. <i>The Realm of Rural Sociology Studies</i> . Bogor: Community Development Communication Department, Bogor Agricultural Institute.	5%
2	Analyzing the object of rural sociology study from a theoretical perspective	1.Analyzing the object of study in rural sociology from Emile Durkheim's theory 2.Analyzing the object of study in rural sociology from Max Weber's theory 3.Analyzing the object of study in rural sociology from Robert K. Merton's theory. 4.Analyzing the object of study in rural sociology from Ferdinand Tonnies' theory 5.Analyzing the object of study in rural sociology from James C. Scott's theory 6.Analyzing the object of study in rural sociology from Samuel Popkin's theory	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 3 X 50 Learning Model	Constructivist Approach/Case Method 3 x 50 Learning Model		5%
3	Analyze economic systems and activities in rural areas	1.Analyze the meaning of the economic system 2.Identifying economic systems in rural areas 3.Analyzing economic activities in rural areas	Criteria: 1.Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% 2. Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 3 X 50 Learning Model	Constructivist Approach/Case Method 3 x 50 Learning Model	Material: Theoretical perspectives: <input type="checkbox"/> Emile Durkheim <input type="checkbox"/> Max Weber <input type="checkbox"/> Ferdinand Tonnies <input type="checkbox"/> Robert K. Merton <input type="checkbox"/> Samuel Popkin James C. Scott Bibliography: <i>Chambers, Robert. 1996. Village Development Starting from the Back. Translation. Jakarta: LP3ES.</i>	5%
4	• Explain the economic system and activities of village communities	1.Explain the meaning of a social system 2.Analyzing social systems in rural areas 3.Analyzing social activities in rural areas	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 3 X 50 Learning Model	Constructivist Approach/Case Method 3 x 50 Learning Model		5%
5		1.Explain the meaning of culture 2.Analyzing culture in rural areas 3.Analyzing cultural activities in rural areas	Criteria: 1.Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% 2. 3. Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 3 X 50 Learning Model	Constructivist Approach/Case Method 3 x 50 Learning Model	Material: <input type="checkbox"/> Economic system <input type="checkbox"/> economic institutions <input type="checkbox"/> subsistence economy <input type="checkbox"/> subsistence production <input type="checkbox"/> Gender relations <input type="checkbox"/> patron-client relationship <input type="checkbox"/> reciprocity Bibliography: <i>Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publications.</i>	5%

6		<p>1.Explain the meaning of political system</p> <p>2.Analyze the political system in rural areas</p> <p>3.Analyzing local political activities in rural areas</p>	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 3 X 50 Learning Model	Constructivist Approach/Case Method 3 x 50 Learning Model	<p>Material: <input type="checkbox"/> Understanding culture <input type="checkbox"/> Human relationship with nature <input type="checkbox"/> values and norms <input type="checkbox"/> traditions</p> <p>Reader: Adiwibowo, Soeryo. et al. Editor. <i>The Realm of Rural Sociology Studies</i>. Bogor: Community Development Communication Department, Bogor Agricultural Institute.</p>	5%
7	Analyze local political systems and activities	<p>1.Explain land tenure patterns</p> <p>2.Analyzing forms of land tenure in rural areas</p> <p>3.Analyzing land conflicts in rural areas</p>	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 3 X 50 Learning Model	Constructivist Approach/Case Method 3 x 50 Learning Model	<p>Material: <input type="checkbox"/> Understanding local politics <input type="checkbox"/> political processes <input type="checkbox"/> political participation</p> <p>References: Scott, James C.. 1995. <i>Moral Economics of Farmers</i>. Translation. Jakarta: Indonesian Obor Foundation.</p>	5%
8	With the Mid-Semester Exam (UTS) you can measure CPMK 1 - CPMK 7		<p>Form of Assessment : Participatory Activities, Tests</p>	UTS in class 2 X 50			10%
9	Formulate the background, problems, objectives and benefits of the research	<p>1.Formulate the background of the problem</p> <p>2.Formulate research problems</p> <p>3.Formulate research objectives</p> <p>4.Formulate the benefits of research</p>	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>		Constructivist Approach/Learning Model Project Base Learning 3 x 50	<p>Material: <input type="checkbox"/> Definition of social change <input type="checkbox"/> types of social change <input type="checkbox"/> causes of social change <input type="checkbox"/> impact of social change</p> <p>References: Scott, James C.. 1995. <i>Moral Economics of Farmers</i>. Translation. Jakarta: Indonesian Obor Foundation.</p> <p>Material: <input type="checkbox"/> Definition of social change <input type="checkbox"/> types of social change <input type="checkbox"/> causes of social change <input type="checkbox"/> impact of social change</p> <p>References: Scott, James C.. 1995. <i>Moral Economics of Farmers</i>. Translation. Jakarta: Indonesian Obor Foundation.</p>	7%

10	Formulate a literature review	1. Formulate research novelty 2. Summarize theories that are relevant to research problems	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities		Constructivist Approach/Learning Model Project Base Learning 3 x 50	Material: <input type="checkbox"/> Definition of social change <input type="checkbox"/> types of social change <input type="checkbox"/> causes of social change <input type="checkbox"/> impact of social change Reader: Adiwibowo, Soeryo. et al. Editor. <i>The Realm of Rural Sociology Studies</i> . Bogor: Community Development Communication Department, Bogor Agricultural Institute.	5%
11		1. Formulate a research approach 2. Formulate the location and time of the research 3. Formulate the population/respondents/research subjects 4. Formulate data collection techniques 5. Formulate data analysis techniques	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	3 X 50	Constructivist Approach/Project Base Learning Model	Material: <input type="checkbox"/> Definition of empowerment <input type="checkbox"/> empowerment methods <input type="checkbox"/> empowerment strategies References: Cloeke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. <i>Handbook of Rural Studies</i> . New Delhi: Sage Publications.	6%
12		Develop quantitative research instruments or develop qualitative research interview guidelines	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance		Constructivist Approach/Learning Model Project Base Learning 3 x 50		6%
13	Collect data in the field	Carrying out field data collection	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist/problem-based learning model/small research	Constructivist Approach/Learning Model Project Base Learning 3 x 50		7%
14	Collect data in the field	Carrying out data collection in the field	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance		Constructivist Approach/Learning Model Project Base Learning 3 x 50		7%
15	Prepare research reports	1. Carry out data processing 2. Perform data analysis 3. Prepare research reports	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance		Constructivist Approach/Learning Model Project Base Learning 3 x 50		7%
16	With the Final Semester Exam you can measure CPMK 9 - CPMK 15		Form of Assessment : Participatory Activities, Tests	UAS in class 2 x 50			10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	67.66%
2.	Project Results Assessment / Product Assessment	4.66%
3.	Practice / Performance	17.66%
4.	Test	10%

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.