



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Sociology of Family and Gender	6920103199		T=3	P=0	ECTS=4.77	4	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																											
	.....		.....			Dr. Agus Machfud Fauzi, M.Si.																																											
<b>Learning model</b>	<b>Case Studies</b>																																																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																
	<b>Program Objectives (PO)</b>																																																
	<b>PLO-PO Matrix</b>																																																
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	<p>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 media. This course uses an expository and exploratory approach.</p>																																																
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Baptist, Joyce Alexandria. Coming Out: One Familys Story. Dissertation: Faculty of Virginia Polytechnic Institute and State University.</li> <li>2. Boykin, Esther Laree. 2004. Successful Teenage Marriages: A Qualitative Study of How Some Couples Have Made it Work. Thesis. Virginia: Falls Church.</li> <li>3. Coltrane, Scott and Randall Collins. 2001. Sociology of The Marriage and The Family. Canada: Wadsworth</li> <li>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.</li> <li>5. Ekaterina, Korobtseva. 2003. Late Marriages in Contemporary Japan. Dissertation: Department of Sociology University of Oxford.</li> <li>6. Goode, William J. 2007. Sosiologi Keluarga. Jakarta: Bumi Aksara.</li> <li>7. Huraerah, Abu. 2012. Kekerasan terhadap Anak. Bandung: Nuansa Cendekia.</li> <li>8. Khairudin. 2008. Sosiologi Keluarga. Yogyakarta: Liberty.</li> <li>9. Kitala, Fatuma S. 2005. Family Policy In Lithuania: Changes And Problems. Thesis: Stockholm Oxford</li> <li>10. McIntosh and Bauer. 2006. Working Mothers Vs Stay At Home Mothers: The Impact On Children. Thesis: Marietta College.</li> <li>11. Mustakim. 2012. Cakrawala KB Kependudukan dan Pemberdayaan Keluarga. Jakarta: Referensi.</li> <li>12. Narwoko, J. Dwi dan Bagong Suyanto. Ed. 2004. Sosiologi: Teks Pengantar dan Terapan. Jakarta: Prenada Media.</li> <li>13. Oinonen, Eriikka. 2008. Families in Converging Europe: A Comparison of Forms, Structures and Ideals. New Jersey: Palgrave MacMillan.</li> <li>14. Sadewo dan Legowo. 2009. Wanita dan Keluarga dalam Masyarakat yang Berubah. Surabaya: Unesa Press.</li> <li>15. Schiff, Sarah Eden. 2004. Family Systems Theory as Literary Analysis: The Case of Philip Roth. Thesis: University of Florida.</li> <li>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</li> <li>17. Scott, Lisa Renette. 2004. Familial, Educational, and Economic Values and Experiences of</li> <li>18. Single African American Mothers in Poverty. Thesis: University Oxford, Ohio.</li> <li>19. Soekanto, Soerjono. 2003. Sosiologi Suatu Pengantar. Jakarta: Raja Grafindo Persada.</li> <li>20. .... 2004. Sosiologi Keluarga: tentang Ikhwal Keluarga, Remaja dan Anak. Jakarta: Rineka Cipta.</li> <li>21. Suardiman, Siti Partini. 2001. Perempuan Kepala Rumah Tangga. Yogyakarta: Jendela.</li> <li>22. Suhendi, Hendi dan Ramdani Wahyu. 2001. Pengantar Studi Sosiologi Keluarga. Bandung: Pustaka Setia.</li> <li>23. Suyanto, Bagong. 2010. Masalah Anak Sosial. Jakarta: Kencana.</li> <li>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</li> </ol>																																																

	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Drs. Fransiscus Xaverius Sri Sadewo, M.Si. 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	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.	<b>Criteria:</b> Formulates completely the definition and scope of family sociology	Behavioristic / Expository Approach / Lectures 2 X 50			0%
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	<b>Criteria:</b> Completely formulate the family from a sociological perspective	Behavioristic/Expository/Lecture Approach 2 X 50			0%
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	<b>Criteria:</b> Completely formulate family and community relations,	Constructivist/Cooperative Learning/Discussion 2 X 47			0%
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	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%
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	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%
6	Master and apply the concept of family types to become an analyst and researcher of development and education problems	Identify family types	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%
7	Master and apply the concept of family function to become an analyst and researcher of development and education problems.	Identify family functions.	<b>Criteria:</b> Contents of the paper, questions, rebuttals and logical answers.	Constructivist/Cooperative Learning/Discussion 2 X 50			0%
8				MID SEMESTER EXAMINATION 2 X 50			0%
9	Mastering and applying the concept of socialization in the family	Explain socialization in the family	<b>Criteria:</b> formulate completely socialization in the family	Behavioristic/ Expository/Lecture 2 X 50			0%
10	Mastering and applying the concept of change to family patterns	Explain changes in family patterns	<b>Criteria:</b> fully formulate changes in family patterns	Constructivist/Cooperative Learning/Discussion 2 X 50			0%

11	Master and apply the concepts of social problems for children and adolescents	Explain the social problems of children and adolescents	<b>Criteria:</b> Answer completely along with supporting data	LECTURE HD DISCUSSION 2 X 50			0%
12	Master and apply concepts and theories in preparing small research	Carrying out data collection	<b>Criteria:</b> contents of the report, questions, objections, answers	Constructivist Approach/Problem Based Learning Model/Exploration 2 X 50			0%
13	Mastering and applying basic concepts of sociology to become an analyst and researcher of development and education problems	Carry out data processing and prepare reports to present report results	<b>Criteria:</b> contents of the report, questions, answers, rebuttal	Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50			0%
14	Mastering and applying basic concepts of sociology to become an analyst and researcher of development and education problems	Carry out data processing and prepare reports to present report results	<b>Criteria:</b> contents of the report, questions, answers, rebuttal	Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50			0%
15	Mastering and applying basic concepts of sociology to become an analyst and researcher of development and education problems	Carry out data processing and prepare reports to present report results	<b>Criteria:</b> contents of the report, questions, answers, rebuttal	Constructivist Approach/Cooperative Learning Model/Exploration 2 X 50			0%
16	UAS	UAS		UAS 2 X 50			0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### 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** 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.
- 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.