



**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
Sociology of Curriculum	6920102208		T=2 P=0 ECTS=3.18	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	.....		.....		Dr. Agus Machfud Fauzi, M.Si.

Learning model	Project Based Learning																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																
	Program Objectives (PO)																																
	PLO-PO Matrix																																
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;">P.O</td> </tr> </table>	P.O																															
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PO Matrix at the end of each learning stage (Sub-PO)																																	
<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 15px;">1</td><td style="width: 15px;">2</td><td style="width: 15px;">3</td><td style="width: 15px;">4</td><td style="width: 15px;">5</td><td style="width: 15px;">6</td><td style="width: 15px;">7</td><td style="width: 15px;">8</td><td style="width: 15px;">9</td><td style="width: 15px;">10</td><td style="width: 15px;">11</td><td style="width: 15px;">12</td><td style="width: 15px;">13</td><td style="width: 15px;">14</td><td style="width: 15px;">15</td><td style="width: 15px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O		Week																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

**Short Course Description** Students are able to study theories related to the sociology of the curriculum using problem solving and recitation methods which include the basic concepts and nature of the curriculum, the basis for curriculum development, analyzing curriculum pioneers, exploring the curriculum and order, exploring the curriculum and social inequality, examining the curriculum and gender inequality, analyzing curriculum and job market share, explore the basic principles of the hidden curriculum, examine curriculum developments in Indonesia.

**References**

**Main :**

1. Apple, Michael W. 1990. Ideology and Curriculum. New York-London: Routledge.
2. Depdiknas. 2003. UU No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional. Jakarta: Kementerian Pendidikan.
3. Freire, Paulo; Ivan Illich; Erich Fromm. 2009. Menggugat Pendidikan Fundamental, konservatif, liberal, anarkis (alih bahasa Omi Intan Naomi). Yogyakarta: Pustaka Pelajar.
4. Freire, Paulo. 2008. Pendidikan sebagai Proses Surat-menyurat pedagogis dengan para pendidik Guinea-bissau. Yogyakarta: Pustaka Pelajar.
5. Groux, Henry dan David Purpel (ed). 1983. The Hidden Curriculum and Moral Education. California: McCutchan Publishing Corporation.
6. Hidayat, Rakhmat. 2011. Perspektif Sosiologi tentang Kurikulum. Jurnal Pendidikan dan Kebudayaan. Vol.17 No.2 Maret 2011.
7. Hidayat, Rakhmat. 2011. Pengantar Sosiologi Kurikulum. Jakarta: Rajawali Press.
8. Tilaar, H.A.R. 1995. Lima puluh tahun Pembangunan Pendidikan Nasional 1945-1995: Suatu analisis kebijakan. Jakarta: Grasendo.
9. Tilaar, H.A.R. 2003. Kekuasaan dan Pendidikan: Suatu tinjauan dari perspektif studi kultural. Magelang: Indonesia Tera.
10. Weis, Lois, et al. 2006. (ed). Ideology, Curriculum, and The New Sociology of Education (Revisiting the Work of Michael Apple). New York: Routledge.

**Supporters:**

**Supporting lecturer** Moh. Mudzakkir, S.Sos., M.A., Ph.D.  
Farid Pribadi, S.Sos., M.Sosio.

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	Able to master the nature of the curriculum	Explaining the Nature of the Curriculum	<b>Criteria:</b> Completeness of correct answers and illustrations (score 5)  <b>Form of Assessment :</b> Participatory Activities	Literature review regarding the nature of the curriculum from an educational perspective and the nature of the curriculum from a sociological perspective 2 X 50			5%
2	Able to examine the Foundations of Curriculum Development	Examining the Foundations of Curriculum Development	<b>Criteria:</b> Minimum able to answer from an educational perspective (score 5)	Expository/Classical/Lecture variations/internet search 2 X 50			5%

3	Able to clarify the Pioneers of curriculum studies	Discussing Pioneers of curriculum studies	<p><b>Criteria:</b> Prepare reports systematically and correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<p><b>Material:</b> curriculum <b>Library:</b> <i>Hidayat, Rakhmat.2011. Sociological Perspectives on Curriculum. Journal of Education and Culture. Vol.17 No.2 March 2011.</i></p> <p><b>Material:</b> curriculum <b>Library:</b> <i>Depdiknas.2003. UU no. 20 of 2003 concerning the National Education System. Jakarta: Ministry of Education.</i></p>	7%
4	Able to clarify the Pioneers of curriculum studies	Discussing Pioneers of curriculum studies	<p><b>Criteria:</b> Prepare reports systematically and correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<p><b>Material:</b> curriculum pioneers <b>Reference:</b> <i>Tilaar, HAR 1995. Fifty years of National Education Development 1945-1995: A policy analysis. Jakarta: Grasendo.</i></p> <p><b>Material:</b> curriculum pioneers <b>Reference:</b> <i>Tilaar, HAR 2003. Power and Education: A review from a cultural studies perspective. Magelang: Indonesia Tera.</i></p>	6%
5	Able to study curriculum and social order	Discuss curriculum and social order	<p><b>Criteria:</b> Prepare activity reports correctly and with real examples</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<p><b>Material:</b> curriculum <b>Reference:</b> <i>Weis, Lois, et.al.2006. (ed.). Ideology, Curriculum, and The New Sociology of Education (Revisiting the Work of Michael Apple). New York: Routledge.</i></p> <p><b>Material:</b> curriculum <b>Library:</b> <i>Hidayat, Rakhmat.2011. Introduction to Curriculum Sociology. Jakarta: Rajawali Press.</i></p>	5%
6	Able to study curriculum and social order	Discuss curriculum and social order	<p><b>Criteria:</b> Prepare activity reports correctly and with real examples</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<p><b>Material:</b> curriculum <b>Bibliography:</b> <i>Groux, Henry and David Purpel (ed). 1983. The Hidden Curriculum and Moral Education. California: McCutchan Publishing Corporation.</i></p>	7%

7	Able to carefully examine the curriculum and social inequality	Discussing curriculum and social inequality	<b>Criteria:</b> Prepare reports correctly  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<b>Material:</b> curriculum pioneers <b>References:</b> <i>Apple, Michael W. 1990. Ideology and Curriculum. New York-London: Routledge.</i>	6%
8	Able to carefully examine the curriculum and social inequality	Discussing curriculum and social inequality	<b>Criteria:</b> Prepare reports correctly  <b>Form of Assessment :</b> Test	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50			10%
9	Able to master the curriculum and gender inequality	Discussing the curriculum and gender inequality	<b>Criteria:</b> Prepare reports correctly with real examples in society  <b>Form of Assessment :</b> Participatory Activities	Field study related to curriculum with gender bias in the implementation of education (paper report) 4 X 50			5%
10	Able to master the curriculum and gender inequality	Discussing the curriculum and gender inequality	<b>Criteria:</b> Prepare reports correctly with real examples in society  <b>Form of Assessment :</b> Participatory Activities	Field study related to curriculum with gender bias in the implementation of education (paper report) 4 X 50		<b>Material:</b> curriculum <b>Bibliography:</b> <i>Freire, Paulo; Ivan Illich; Erich Fromm. 2009. Contesting fundamentalist, conservative, liberal, anarchist education (translated by Omi Intan Naomi). Yogyakarta: Student Library.</i>	7%
11	Able to examine the curriculum and job market share	Discuss the curriculum and job market share	<b>Criteria:</b> Prepare reports correctly (score 10)  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<b>Material:</b> curriculum pioneers <b>References:</b> <i>Freire, Paulo. 2008. Education as a Process Pedagogical correspondence with Guinea-Bissau educators. Yogyakarta: Student Library.</i>	7%
12	Able to examine the curriculum and job market share	Discuss the curriculum and job market share	<b>Criteria:</b> Prepare reports correctly (score 10)  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<b>Material:</b> curriculum <b>Bibliography:</b> <i>Groux, Henry and David Purpel (ed). 1983. The Hidden Curriculum and Moral Education. California: McCutchan Publishing Corporation.</i>	6%
13	Able to learn more about the hidden curriculum	Discuss about hidden curriculum	<b>Criteria:</b> Prepare reports correctly  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<b>Material:</b> curriculum <b>Library:</b> <i>Hidayat, Rakhmat. 2011. Sociological Perspectives on Curriculum. Journal of Education and Culture. Vol.17 No.2 March 2011.</i>	5%
14	Able to learn more about the hidden curriculum	Discuss about hidden curriculum	<b>Criteria:</b> Prepare reports correctly  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 4 X 50		<b>Material:</b> curriculum <b>References:</b> <i>Apple, Michael W. 1990. Ideology and Curriculum. New York-London: Routledge.</i>	7%

15	Able to identify curriculum developments in Indonesia	Discussing curriculum developments in Indonesia	<b>Criteria:</b> Prepare analysis results reports  <b>Form of Assessment :</b> Participatory Activities	Inquiry/Problem solving/work practice/individual work using the internet 2 X 50		<b>Material:</b> curriculum <b>Bibliography:</b> <i>Freire, Paulo; Ivan Illich; Erich Fromm. 2009. Contesting fundamentalist, conservative, liberal, anarchist education (translated by Omi Intan Naomi). Yogyakarta: Student Library.</i>  <b>Material:</b> curriculum <b>Bibliography:</b> <i>Freire, Paulo; Ivan Illich; Erich Fromm. 2009. Contesting fundamentalist, conservative, liberal, anarchist education (translated by Omi Intan Naomi). Yogyakarta: Student Library.</i>	7%
16			<b>Form of Assessment :</b> Test				10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	77%
2.	Practice / Performance	3%
3.	Test	20%
		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.