



**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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Socio-Political and Religious Power | 6920102080 | | T=2 | P=0 | ECTS=3.18 | 7 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | | SP Developer | | Course Cluster Coordinator | | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | Dr. Agus Machfud Fauzi, M.Si. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program that is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <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: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table> | | | | | | | | | | | | | | | P.O | Week | | | | | | | | | | | | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O | Week | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Short Course Description | Examining the implementation of political science concepts and theories, as well as identifying socio-political and religious forces, especially in Indonesia. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. John T. Ishiyama dan Breuning. 2011. 21st century political science: a reference handbook. Thousand Oaks, California: Sage 2. Diane E. Davis dan Julian Go. 2009. Political Power and Social Theories. Bingley, UK: Emerald. 3. Nile Green and Mary Searle-Chatterjee. 2008. Religion, language, and power. New York: Routledge 4. Morten Ougaard. 2004. Political Globalization: State, Power and Social Forces. New York: Palgrave Macmillan. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | Drs. Fransiscus Xaverius Sri Sadewo, M.Si. Dr. Agus Machfud Fauzi, 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 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Defining power and authority based on a political science perspective | Criteria: If correct, value = 100, reduction in value depends on the explanation. | Lectures and Discussions 2 X 50 | | | 0% |
| 2 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Defining power and authority based on a political science perspective | Criteria: If correct, value = 100, reduction in value depends on the explanation. | Lectures and Discussions 2 X 50 | | | 0% |
| 3 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Explain political and sociological theories about political, social and religious forces in society | Criteria: If true, value=100. Deduction according to the quality of the answer. | Lectures, Discussions and Observations in the Field 6 X 50 | | | 0% |
| 4 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Explain political and sociological theories about political, social and religious forces in society | Criteria: If true, value=100. Deduction according to the quality of the answer. | Lectures, Discussions and Observations in the Field 6 X 50 | | | 0% |
| 5 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Explain political and sociological theories about political, social and religious forces in society | Criteria: If true, value=100. Deduction according to the quality of the answer. | Lectures, Discussions and Observations in the Field 6 X 50 | | | 0% |
| 6 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Identify religious, social and political elites in society | Criteria: If true, value=100. | Discussion and lecture 2 X 50 | | | 0% |
| 7 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Identify religious, social and political elites in society | Criteria: If true, value=100. | Discussion and lecture 2 X 50 | | | 0% |
| 8 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Able to work on questions from meeting 1 to 7 | Criteria: If true, then value = 100 | Practice 2 X 50 | | | 0% |

| | | | | | | | |
|----|---|---|---|----------------------------------|--|--|----|
| 9 | Able to map political, social and religious forces in Indonesia based on political and social science perspectives in identifying, analyzing and resolving development and education problems | Explain political ethics, religion and political ethics, social, political and religious organizations, political communication, development as innovation, response of political forces to policy, resistance vs mobilization and participation, state control and hegemony, the role of the media as a political force. | Criteria: If true, value = 100 | Discussion and lecture 4 X 50 | | | 0% |
| 10 | Able to map political, social and religious forces in Indonesia based on political and social science perspectives in identifying, analyzing and resolving development and education problems | Explain political ethics, religion and political ethics, social, political and religious organizations, political communication, development as innovation, response of political forces to policy, resistance vs mobilization and participation, state control and hegemony, the role of the media as a political force. | Criteria: If true, value = 100 | Discussion and lecture 4 X 50 | | | 0% |
| 11 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Designing a short research proposal (small research) | Criteria: 1.If complete, score = 100. 2.If true, value = 100 | practice 2 X 50 | | | 0% |
| 12 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Designing a short research proposal (small research) | Criteria: 1.If complete, score = 100. 2.If true, value = 100 | practice 2 X 50 | | | 0% |
| 13 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Conduct simple research, create reports in the form of articles | Criteria: If complete, then value = 100 | Social Investigation 2 X 50 | | | 0% |
| 14 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Conduct simple research, create reports in the form of articles | Criteria: If complete, then value = 100 | Social Investigation 2 X 50 | | | 0% |

| | | | | | | | |
|----|--|---------------------|---|--------------------------------|--|--|----|
| 15 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Presenting articles | Criteria: If it is good and correct, then value = 100 | Social investigation 2 X 50 | | | 0% |
| 16 | Using theories and concepts from political science and sociology to map political, social and religious forces in education and development issues | Presenting articles | Criteria: If it is good and correct, then value = 100 | Social investigation 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.