



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																																	
Education and Gender Studies	6920102273		T=2 P=0 ECTS=3.18	0	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																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 100px; height: 20px;">P.O</td></tr> </table>					P.O																															
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																					
		<table border="1" style="margin-left: auto; margin-right: 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: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Abdullah, Irwan, 2006. Sangkan Paran Gender. Yogyakarta: Pustaka Pelajar. 2. Bhasin, Kamla, 1996. Menggugat Patriarki. Yogyakarta: Kalyanamitra. 3. Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer. 4. Fakhri, Mansoer, 2010. Analisis Gender dan Transformasi Sosial. Yogyakarta: Pustaka Pelajar. 5. Grussec, Joan E. dan Paul D. Hastings, 2007. Handbook of Socialization. Theory and Research. New York: Guilford Press. 6. Hidayat, Rahmat, 2013. Pedagogi Kritis: Sejarah, Perkembangan, dan Pemikiran. Jakarta: Raja Grafindo Persada. 7. Lips, Hilary, 2008. Sex and Gender. An Introduction. New York: McGraw-Hill Companies Inc. 8. Nuryanto, Agus. 2008. Mazhab Pendidikan Kritis. Yogyakarta Resist Book. 9. Mosse, Julia Cleves, 1996. Gender dan Pembangunan. Yogyakarta: Pustaka Pelajar. 10. Mutahir, Arizal, 2011. Intelektual Kolektif Pierre Bourdieu. Yogyakarta: Kreasi Wacana Offset. 11. Muthaliin, Achmad, 2012. Bias Gender dalam Pendidikan. Surakarta: Muhammadiyah University Press. 12. Paechter, Carrie, 2003. Educating the Other Gender, Power, and Schooling. London: Falmer Press. 13. Peraturan Menteri Pendidikan Nasional Nomor 84 Tahun 2008 tentang Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan. 14. Tilaar, H.A.R. dan Jimmy Ph. Paat dan Lody Paat, 2011. Pedagogik Kritis: Perkembangan, Substansi, dan Perkembangannya di Indonesia. Jakarta: Rineka Cipta. 15. Walby, Sylvia, 2014. Teorisisasi Patriarki. Yogyakarta: Jalasutra. 16. Wharton, Amy S., 2005. The Sociology of Gender. An Introduction to Theory and Research. Malden USA: Blackwell Publishing. 																																					
	Supporters:																																					

Supporting lecturer		Diyah Utami, S.Sos., M.M. Dr. Refti 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				Lectures vary 2 X 50			0%
2	Describe the role of education in building an egalitarian society	Describe the role of education in social change		explain, discussion 2 X 50			0%
3	Distinguish between the concepts of gender equality and inequality			Discussion or presentation 2 X 50			0%
4	Describe gender theories	Present theories that explain gender	Criteria: 1.Quiz 2.Task	pair to share, presentation and discussion 2 X 50			0%
5	Analyzing the phenomenon of disability, education and gender	Analyzing education for women with disabilities		Lecture Discussion 2 X 50			0%
6	Analyzing the phenomenon of gender bias in various areas of life and educational strategies	Analyze gender issues in education using a critical approach		Discussion 2 X 50			0%
7	Analyzing the phenomenon of gender bias in various areas of life and educational strategies	Analyze gender issues in education using a critical approach		Discussion 2 X 50			0%
8	UTS	UTS		UTS 2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.