



**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
Study of Sociology Learning in High School	6920102294	Study Program Elective Courses	T=1	P=0	ECTS=1.59	4	December 22, 2022
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Case Studies</b>																																																																																																				
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																																																				
	<b>Program Objectives (PO)</b>																																																																																																				
	<b>PO - 1</b> Respect cultural diversity, beliefs and religious views, as well as other people's original opinions/findings																																																																																																				
	<b>PO - 2</b> Able to apply logical, critical, systematic and innovative thinking according to their field of expertise in studying societal problems, changes in technology and science and their impacts in order to produce solutions, ideas, designs or art criticism, compiling scientific descriptions of the results of their studies in the form of reports, articles, or theses, and upload them																																																																																																				
	<b>PO - 3</b> Able to identify individual, family and community characteristics, social problems and social change, including educational development problems and disabilities in local communities with a global perspective, including poverty problems therein, and analyze them using use Sociology concepts, theories and research methodologies appropriately.																																																																																																				
	<b>PO - 4</b> Mastering the basic concepts of philosophy, paradigms, approaches and theories of Sociology, along with its scientific branches, and Sociological research methods																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																				
	<table border="1"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																					
<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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<b>Short Course Description</b>	Study of learning models with direction (direct instruction), acquisition of concepts (concept attainment model), meaningful learning (meaningful learning), and discussion (discussion model of learning), SET-oriented learning, and learning strategies (learning strategies) . The assessment is carried out through the presentation of concepts, presentation of operational examples of each learning model in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The assessment activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum followed by discussion and reflection activities as well as cognitive internships at Senior High Schools.																																																																																																				
<b>References</b>	<b>Main :</b>																																																																																																				

1. Agus Suprijono, 2003. Cooperative Learning. Yogyakarta
2. Richard I. Arend, 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.
3. Muslimin Ibrahim. 2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press
4. Mohamad Nur. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah
5. Mohamad Nur dan Kardi Soeparman. 2000. Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah.

**Supporters:**

1. DeCesare, M. (2007). A Discipline Divided: Sociology in American High Schools. Lexington Books.
2. Mudzakkir, Moh. (2018). Politik Pendidikan; Esai-Esai tentang Gerakan Literasi Pelajar, Pendidikan dan Politik. Yogyakarta, Samudra Biru.
3. Wahyudi, Ari., Mudzakkir, Moh., Pribadi, Farid. (2018). Sosiologi Pendidikan; Suatu Pengantar. Unesa University Press

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

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	Mastering the nature of innovative learning in Sociology subjects in high school	Explain the nature of innovative learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lectures, questions and answers, discussions, assignments 2 X 50	-	<b>Material:</b> Innovative learning <b>Reference:</b> Agus Suprijono, 2003. Cooperative Learning. Yogyakarta	5%
2	Mastering the nature of innovative learning in Sociology subjects in high school	Explain the nature of innovative learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lectures, questions and answers, discussions, assignments 2 X 50	-	<b>Material:</b> Innovative learning <b>Reference:</b> Agus Suprijono, 2003. Cooperative Learning. Yogyakarta  <b>Material: . Bibliography:</b> Muslimin Ibrahim. 2012. Concepts, Misconceptions, and How to Learn. Surabaya: University Press	5%

3	Mastering history learning based on the discovery of problem-based concepts	Identifying the use of innovative problem-based concept discovery learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lectures, questions and answers, discussions, assignments 2 X 50	-	<b>Material:</b> Empirical experience of Sociology learning in high school <b>Library:</b> <i>DeCesare, M. (2007). A Discipline Divided: Sociology in American High Schools. Lexington Books.</i> <hr/> <b>Material: .</b> <b>Reference:</b> <i>Mudzakkir, Moh. (2018). Education Politics; Essays on the Student Literacy Movement, Education and Politics. Yogyakarta, Blue Ocean.</i>	5%
4	Mastering history learning based on the discovery of problem-based concepts	Identifying the use of innovative problem-based concept discovery learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Lectures, questions and answers, discussions, assignments 2 X 50	-	<b>Material:</b> Empirical experience of Sociology learning in high school <b>Library:</b> <i>DeCesare, M. (2007). A Discipline Divided: Sociology in American High Schools. Lexington Books.</i> <hr/> <b>Material:</b> Empirical experience of Sociology learning at <b>Pustaka High School:</b>	5%
5	Mastering the role of learning strategies	Designing meaningful learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lectures, questions and answers, discussions, assignments 2 X 50		<b>Material:</b> Empirical experience of Sociology learning in high school <b>Library:</b> <i>Agus Suprijono, 2003. Cooperative Learning. Yogyakarta</i>	5%

6	Mastering the role of expository skills	Designing expository learning	<p><b>Criteria:</b> individual</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture, question and answer, discussion, menu of ideas 3 X 50		<p><b>Material: .</b> <b>Bibliography:</b> <i>Mohamad Nur and Kardi Soeparman. 2000. Direct Learning. Surabaya: School Science and Mathematics Center.</i></p> <hr/> <p><b>Material: .</b> <b>References:</b> <i>Wahyudi, Ari., Mudzakkir, Moh., Pribadi, Farid. (2018). Sociology of Education; An Introduction. Unesa University Press</i></p> <hr/> <p><b>Material: .</b> <b>References:</b> <i>DeCesare, M. (2007). A Discipline Divided: Sociology in American High Schools. Lexington Books.</i></p>	5%
7	Mastering the design of social group investigations	Designing social group investigation learning	<p><b>Criteria:</b> individual</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture, question and answer, discussion, menu of ideas 3 X 50			5%
8	UTS		<p><b>Criteria:</b> individual</p> <p><b>Form of Assessment :</b> Test</p>	3 X 50 test			15%
9	Mastering direct learning practices	Practicing innovative direct instruction learning in the classroom	<p><b>Criteria:</b> individual</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lecture, question and answer, discussion, menu of ideas 3 X 50		<p><b>Material: .</b> <b>Reference:</b> <i>Mudzakkir, Moh. (2018). Education Politics; Essays on the Student Literacy Movement, Education and Politics. Yogyakarta, Blue Ocean.</i></p> <hr/> <p><b>Material: .</b> <b>Bibliography:</b> <i>Muslimin Ibrahim. 2012. Concepts, Misconceptions, and How to Learn. Surabaya: University Press</i></p>	5%

10	Mastering direct learning practices	Practicing innovative direct instruction learning in the classroom	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lecture, question and answer, discussion, menu of ideas 3 X 50		<b>Material: .</b> <b>Reference:</b> <i>Mudzakkir, Moh. (2018). Education Politics; Essays on the Student Literacy Movement, Education and Politics. Yogyakarta, Blue Ocean.</i>  <b>Material: .</b> <b>References:</b> <i>Wahyudi, Ari., Mudzakkir, Moh., Pribadi, Farid. (2018). Sociology of Education; An Introduction. Unesa University Press</i>	5%
11	Mastering concept discovery learning practices	Practicing innovative concept discovery learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lecture, question and answer, discussion, menu of ideas 3 X 50		<b>Material: .</b> <b>Bibliography:</b> <i>Mohamad Nur and Kardi Soeparman. 2000. Direct Learning. Surabaya: School Science and Mathematics Center.</i>  <b>Material: .</b> <b>Bibliography:</b> <i>Richard I. Arend, 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</i>	5%
12	Mastering concept discovery learning practices	Practicing innovative concept discovery learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lecture, question and answer, discussion, menu of ideas 3 X 50		<b>Material: .</b> <b>References:</b> <i>Agus Suprijono, 2003. Cooperative Learning. Yogyakarta</i>  <b>Material: .</b> <b>Bibliography:</b> <i>Richard I. Arend, 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</i>	5%

13	Master meaningful learning practices	Practicing meaningful learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lecture, question and answer, discussion, menu of ideas 3 X 50		<b>Material:</b> . <b>References:</b> <i>DeCesare, M. (2007). A Discipline Divided: Sociology in American High Schools. Lexington Books.</i> <hr/> <b>Material:</b> . <b>Reader:</b> <i>Mohamad Nur. 2000. Learning Strategies. Surabaya: School Science and Mathematics Center</i>	5%
14	Master meaningful learning practices	Practicing meaningful learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lecture, question and answer, discussion, menu of ideas 3 X 50		<b>Material:</b> . <b>Bibliography:</b> <i>Richard I. Arend, 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</i> <hr/> <b>Material:</b> . <b>Bibliography:</b> <i>Muslimin Ibrahim. 2012. Concepts, Misconceptions, and How to Learn. Surabaya: University Press</i>	5%
15	Mastering expository learning practices	Practicing expository learning	<b>Criteria:</b> individual  <b>Form of Assessment :</b> Participatory Activities	Lecture, question and answer, discussion, menu of ideas 3 X 50		<b>Material:</b> . <b>Bibliography:</b> <i>Mohamad Nur and Kardi Soeparman. 2000. Direct Learning. Surabaya: School Science and Mathematics Center.</i> <hr/> <b>Material:</b> . <b>References:</b> <i>DeCesare, M. (2007). A Discipline Divided: Sociology in American High Schools. Lexington Books.</i>	5%
16			<b>Form of Assessment :</b> Test			<b>Material:</b> UAS <b>Literature:</b>	15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	65%
2.	Portfolio Assessment	5%
3.	Test	30%
		100%

## 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.