



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Doctoral Study Program in Basic Education**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Glocalization of Elementary Education Practices	8602203005	Compulsory Study Program Subjects	T=3	P=0	ECTS=7.56	1	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Neni Mariana, S.Pd., M.Sc., Ph.D		Prof. Dr. Suryanti, M.Pd.			Prof. Dr. Suryanti, M.Pd.	

Learning model	Case Studies
----------------	--------------

Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																
	PLO-5	Mastering the philosophy and learning methodology of basic education to produce learning innovations.																																
	PLO-10	Able to develop a basic education curriculum that is innovative and responsive to learning needs, accommodating students' strengths and weaknesses, and a culture-friendly curriculum, by utilizing research results, in the form of basic education scientific work.																																
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
		<table border="1" style="margin: auto;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-5</td> <td>PLO-10</td> </tr> </table>	P.O	PLO-1	PLO-5	PLO-10																												
	P.O	PLO-1	PLO-5	PLO-10																														
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																	
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>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	This course deepens understanding of perspectives, patterns and problems related to glocalization towards the transformation of sustainability education. The activities of this course are designed to provide an in-depth, critically reflective and transformative understanding of glocalization and its relationship to its application in basic education practices (SD/MI) and in higher education. This course is expected to provide an understanding of local and global practices based on equality, awareness of community identity, balance and towards better sustainability.
--------------------------	---

References	<b>Main :</b>
	<ol style="list-style-type: none"> <li>1. Roudometof, V. (2016). Glocalization: A critical introduction. Routledge.</li> <li>2. Sigismondi, P. (2011). The digital glocalization of entertainment: New paradigms in the 21st century global mediascape (Vol. 3). Springer Science &amp; Business Media.</li> <li>3. Robertson, R., Krossa, A. S., Grocott, C., &amp; Grady, J. Europe in a Global Context.</li> <li>4. Hazelkorn, E. (2016). Building global education with a local perspective: An introduction to glocal higher education.</li> <li>5. Lanford, M. (2016). Perceptions of higher education reform in Hong Kong: a glocalisation perspective. International Journal of Comparative Education and Development.</li> <li>6. Meyrowitz, J. (2005). The rise of glocality. A sense of place: The global and the local in mobile communication, 21-30.</li> <li>7. Moore-Gilbert, B. J. (1997). Postcolonial theory: Contexts, practices, politics. Verso Books.</li> <li>8. Ritzer, G. (2003). Rethinking globalization: Glocalization/globalization and something/nothing. Sociological theory, 21(3), 193-209.</li> <li>9. Robertson, R. (1992). Globalization: Social theory and global culture (Vol. 16). Sage.</li> <li>10. Robertson, R. (2013). A Relatively Autobiographical Intervention. Global themes and local variations in organization and management: Perspectives on glocalization, 25. 11.Ram, U. (2004). Glocommodification: How the global consumes the local-McDonald's in Israel. Current Sociology, 52(1), 11-31.</li> <li>11. Mariana, N. (2019). A reflective journey within five ways of transformative knowing: Indonesia, Islam, International. In Research as transformative learning for sustainable futures (pp. 207-223). Brill.</li> <li>12. Ram, U. (2004). Glocommodification: How the global consumes the local-McDonald's in Israel. Current Sociology, 52(1), 11-31.</li> </ol>
	<b>Supporters:</b>

1. Wahono Widodo, Muhamad Arif Mahdiannur, Suryanti Suryanti, Nadia Lutfi Choirunnisa . 2023. Mobile Interactive Multimedia to Assist Prospective Science Teachers Holding Conceptual Understanding in Problem-Solving Electrical Circuits. TEM Journal. Volume 12, Issue 4, Pages 2251-2263, ISSN 2217-8309, DOI: 10.18421/TEM124-36 November 2023.
2. Subrata, Heru. (2020). Strategi Pembelajaran Kelas Rangkap Di SILN SD Di Sabah Malaysia. Hasil penelitian yang belum dipublikasikan.
3. Alexander, J. C. (2006). The meanings of social life: A cultural sociology. Oxford University Press, USA.
4. Beck, U. (2011). Cosmopolitanism as imagined communities of global risk. American behavioral scientist, 55(10), 1346-1361.
5. Beck, U. (2009). Critical theory of world risk society: a cosmopolitan vision. Constellations, 16(1), 3-22.
6. Castells, M. (2008). The new public sphere: Global civil society, communication networks, and global governance. The aNNaIS of the american academy of Political and Social Science, 616(1), 78-93.
7. Danto, A. C. (2016). The Modern, Postmodern, and Contemporary. Art: Authenticity, Restoration, Forgery, 373.
8. Radhakrishnan, S. (2013). Limiting theory: Rethinking approaches to cultures of globalization. In The Routledge international handbook of globalization studies (pp. 45-63). Routledge.

**Supporting lecturer**  
 Dr. Heru Subrata, M.Si.  
 Prof.Dr. Wahono Widodo, M.Si.  
 Neni Mariana, S.Pd., M.Sc., 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	Understanding the conditions of modern society	1. Understand cultural industrial capitalism and globalization in various sectors of life 2. Understand globalization factors related to cultural production, technology, production, marketing and media	<b>Form of Assessment :</b> Participatory Activities	Offline: Brainstorming, discussion, reflective and critical literacy Online: Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 3 X 50			5%
2	Analyzing the conditions of post-modern society	1. Understand the perspective of post-modern theory 2. Understand the perspective of cultural studies (media culture)	<b>Form of Assessment :</b> Participatory Activities	Offline: Brainstorming, discussion, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50		<b>Material:</b> transformative knowledge <b>References:</b> <i>Mariana, N. (2019). A reflective journey within five ways of transformative knowing: Indonesia, Islam, International. In Research as transformative learning for sustainable futures (pp. 207-223). Brill.</i>  <b>Material:</b> local to global <b>References:</b> <i>Hazelkorn, E. (2016). Building global education with a local perspective: An introduction to global higher education.</i>	5%

3	Analyzing the conditions of post-modern society	1. Understand the perspective of post-modern theory 2. Understand the perspective of cultural studies (media culture)		Offline: Brainstorming, discussion, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			5%
4	Analyzing the conditions of post-modern society	1. Understand the perspective of post-modern theory 2. Understand the perspective of cultural studies (media culture)	<b>Form of Assessment :</b> Participatory Activities	Offline: Brainstorming, discussion, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			5%
5	Understanding glocal knowledge, glocal acting	1. Identifying cultural practices of locality 2. Identifying practices of cultural penetration of globality 3. Understanding glocal knowledge in producing cross-disciplinary knowledge 4. Understanding glocal actions into education	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Offline: Focused discussions, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%
6	Understanding glocal knowledge, glocal acting	1. Identify local cultural practices 2. Identifying practices of cultural penetration of globality 3. Understanding glocal knowledge in producing cross-disciplinary knowledge 4. Understanding glocal action into education		Offline: Focused discussions, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			5%
7	Understanding glocal knowledge, glocal acting	1. Identify local cultural practices 2. Identifying practices of cultural penetration of globality 3. Understanding glocal knowledge in producing cross-disciplinary knowledge 4. Understanding glocal action into education	<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Offline: Focused discussions, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%
8	MIDTERM EXAM		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	3 X 50			5%

9	Understanding the conditions of global and local society in Indonesia	1. Understand the practice of globality and locality in Indonesian society 2. Analyze the implications of the practice of globality and locality in the lives of Indonesian society	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Offline: Focused discussions, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			5%
10	Understanding the conditions of global and local society in Indonesia	1. Understand the practice of globality and locality in Indonesian society 2. Analyze the implications of the practice of globality and locality in the lives of Indonesian society	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Offline; Focused discussions, critical literacy Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%
11	Initiating glocal vision in educational practice	1. Identify ideas/ideas in designing a glocal vision in education 2. Analyze supporting and inhibiting factors 3. Find alternative ideas for a glocal vision in education	<b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Offline: Focus Group Discussion (FGD) with themes/topics/issues of glocal vision in basic education Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%
12	Initiating glocal vision in educational practice	1. Identify ideas/ideas in designing a glocal vision in education 2. Analyze supporting and inhibiting factors 3. Find alternative ideas for a glocal vision in education	<b>Form of Assessment :</b> Participatory Activities	Offline: Focus Group Discussion (FGD) with themes/topics/issues of glocal vision in basic education Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%
13	Designing a glocal-based curriculum	1. Designing a glocal curriculum model in the context of higher education 2. Designing a glocal curriculum model in the school context 3. Reviewing the design of the glocal curriculum model for HEIs and schools	<b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	Offline: Focus Group Discussion (FGD) on the topics of basic education, technology and society in the current era Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%

14	Designing a glocal-based curriculum	1. Designing a glocal curriculum model in the context of higher education 2. Designing a glocal curriculum model in the school context 3. Reviewing the design of the PT and school glocal curriculum model	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Offline: Focus Group Discussion (FGD) on the topics of basic education, technology and society in the current era Online: through the use of the Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 3 X 50			10%
15	LECTURE REVIEW			3 X 50			0%
16	FINAL EXAMS		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	3 X 50			5%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Project Results Assessment / Product Assessment	30%
3.	Practice / Performance	22.5%
		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** 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.