



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Social Sciences Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
Economy and Development	8712002005	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	January 4, 2022																																
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																	
		Dr. Sugeng Harianto, M.Si., Dr. M. Jacky, M.Si.	Dr. Sugeng Harianto, M.Si			Dr. Agus Suprijono, M.Si.																																	
Learning model	Case Studies																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																						
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																					
	PLO-5	Able to develop logical, critical, systematic and creative thinking in social studies learning through interdisciplinary or multidisciplinary research and scientific publications																																					
	PLO-7	Able to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and scientific publications																																					
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
		<table border="1" style="margin: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 15%;">PLO-3</td> <td style="width: 15%;">PLO-5</td> <td style="width: 15%;">PLO-7</td> <td colspan="3"></td> </tr> </table>						P.O	PLO-3	PLO-5	PLO-7																												
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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: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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																																							
References	Main :																																						
Supporters:																																							
Supporting lecturer	Dr. Sugeng Harianto, M.Si. Dr. M. Jacky, 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	Analyze the scope of economic and development studies	Analyze the scope of economic and development studies	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities	Constructivist Approach/Case Method 2 x 50 Learning Model			7%																																

2	Analyzing development from the perspective of modernization theories	<ol style="list-style-type: none"> 1. Analyzing development from the perspective of functionalism theory 2. Analyzing development from a Weberian perspective 3. Analyzing development from the perspective of psychological theory 4. Analyzing development from the perspective of Harari and Domar's investment theory 5. Analyzing development from the perspective of international division of labor theory 6. Analyzing development from Rostow's five stages of development theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 2 x 50 Learning Model			7%
3	Analyzing development from the perspective of dependency theories	<ol style="list-style-type: none"> 1. Analyzing the development of Raul Prebisch's import substitution industrial theory 2. Analyzing the development of the theory of imperialism and colonialism 3. Analyzing the development of Paul Baran's theory 4. Analyzing development from Andre Gunder Frank's backward development theory 5. Analyzing development from the perspective of Dos Santos theory 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 2 x 50 Learning Model			7%
4	Analyze economic development in developing countries	<ol style="list-style-type: none"> 1. Analyzing economic growth in developing countries 2. Analyzing national income in developing countries 3. Analyze economic activities in developing countries 4. Analyze the trade relations of developing countries with developed countries 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 2 x 50 Learning Model			7%
5	Analyzing economic development in the era of Industrial Revolution 4.0	<ol style="list-style-type: none"> 1. Explaining Industrial Revolution 4.0 2. Analyzing the impact of the Industrial Revolution 4.0 on economic development in developing countries 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 2 x 50 Learning Model			7%
6	Analyzing poverty problems in developing countries	<ol style="list-style-type: none"> 1. Explain the magnitude and growth rate of poverty in developing countries 2. Analyzing forms of poverty in developing countries 3. Analyze the factors causing poverty in developing countries 4. Analyze the social and political impact of poverty in developing countries 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 2 x 50 Learning Model			7%
7	Analyzing sustainable economic development in developing countries	<ol style="list-style-type: none"> 1. Explain sustainable economic development in developing countries 2. Explaining Millennial Development Goals (MDGs) 3. Explaining Sustainable Development Goals (SDGs) 4. Analyzing economic development from the perspective of MDGs and SDGs in developing countries 	<p>Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist Approach/Case Method 2 x 50 Learning Model			7%
8	With the Mid-Semester Exam you can measure CPMK 1 - CPMK 7		<p>Form of Assessment : Test</p>	Mid-term exam in class 2 x 50			1%

9	Examining and analyzing economic development problems in developing countries	1. Formulate the background of the problem 2. Formulate research problems 3. Formulate research objectives 4. Formulate the benefits of research	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
10	Examining and analyzing economic development problems in developing countries	1. Formulate a theoretical review 2. Formulate a theoretical review	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
11	Examining and analyzing economic development problems in developing countries	1. Formulate a research approach 2. Formulate the location and time of the research 3. Formulate the population/sample/research subjects 4. Formulate data collection techniques 5. Formulate data analysis techniques	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
12	Examining and analyzing economic development problems in developing countries	Carrying out data collection in the field	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
13	Examining and analyzing economic development problems in developing countries	Carrying out data collection in the field	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
14	Examining and analyzing economic development problems in developing countries	Carry out data processing and analysis	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
15	Examining and analyzing economic development problems in developing countries	1. Preparing research reports 2. Preparing journal articles	Criteria: Benchmark Assessment Reference: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Participatory Activities, Practice/Performance	Constructivist Approach/Learning Model Project Base Learning 2 x 50			7%
16	With the Final Semester Exam you can measure CPMK 9 - CPMK 15		Form of Assessment : Test	Final Semester Exam in class 2 x 50			1%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	77%
2.	Practice / Performance	21%
3.	Test	2%
		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.