



**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
Educational Paradigm	8712002034	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	July 9, 2022
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator				
	Dr. Harmanto, M.Pd; Prof. Dr. Muhamad Turhan Yani, M.Ag	Dr. Harmanto, M.Pd	Dr. Agus Suprijono, M.Si.				

<b>Learning model</b>	Case Studies																																																	
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																	
	<b>PLO-3</b> 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																																																	
	<b>PLO-5</b> Able to develop logical, critical, systematic and creative thinking in social studies learning through interdisciplinary or multidisciplinary research and scientific publications																																																	
	<b>PLO-6</b> Able to make decisions to solve social studies education problems through interdisciplinary or multidisciplinary research																																																	
	<b>PLO-7</b> Able to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and scientific publications																																																	
	<b>Program Objectives (PO)</b>																																																	
	<b>PO - 1</b> Have the ability to utilize learning resources and ICT-assisted learning media to search for data/information in order to identify and solve problems related to education as a result of globalization																																																	
	<b>PLO-PO Matrix</b>																																																	
	<table border="1"> <tr> <td>P.O</td> <td>PLO-3</td> <td>PLO-5</td> <td>PLO-6</td> <td>PLO-7</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	P.O	PLO-3	PLO-5	PLO-6	PLO-7	PO-1																																											
	P.O	PLO-3	PLO-5	PLO-6	PLO-7																																													
PO-1																																																		
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																		
<table border="1"> <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> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																		

**Short Course Description** This course discusses the development of education as the impact of globalization, democratization, science and technology, especially the development of information technology and the new paradigm of national education.

<b>References</b>	<b>Main :</b>

1. [1]. Ferguson, C. & Kamara. J. (1993). Innovative approaches o education and community service: Models and strategies for change and empowerment. Boston, MA: University of Massachusetts. [2]. Ferguson, C. (1993). Institutionalizing cultural awerenest. In ferguson and kamara (eds.), innovative approaches to education and community service. Boston, MA: University of Massachusetts. [3]. Neo, M & Neo, T.K. (2000). Multimedia learning: Using multimedia as a platform for instructions and learning in higher education. Proceedings of the Multimedia University International Symposium on Information and Communication Technologies (2000) (M2USIC 19(2000)), PJ Hilton, October 5-6, (2000), pp S3-1.1-1.4. [4]. Roblyer, M.D. and Edward. J. (1998). Integrating (second edition). New Jersey: Merrill/Prentice-Hall. [5]. Tapscott. D. (1998). Growing up digital: The rise of the net generations. New York: L McGraw-Hill.
2. H.A.R.Tilaar.2015. Pradigma Baru Pendidikan Nasional, Rineka Cipta, Jakarta.
3. Dewantara. Bambang, 1962. 100 Tahun Ki Hadjar Dewantara, Jakarta: Pustaka Kartini, Cet.1, 1989.
4. Dewantara. Ki Hadjar, 2009. Menuju Manusia Merdeka, Yogyakarta: Leutika.
5. [2]. Ferguson, C. (1993). Institutionalizing cultural awerenest. In ferguson and kamara (eds.), innovative approaches to education and community service. Boston, MA: University of Massachusetts.
6. Neo, M & Neo, T.K. (2000). Multimedia learning: Using multimedia as a platform for instructions and learning in higher education. Proceedings of the Multimedia University International Symposium on Information and Communication Technologies (2000) (M2USIC'(2000)), PJ Hilton, October 5-6, (2000), pp S3-1.1-1.4.
7. Roblyer, M.D. and Edward. J. (1998). Integrating (second edition). New Jersey: Merrill/Prentice-Hall.
8. Tapscott. D. (1998). Growing up digital: The rise of the net generations. New York: L McGraw-Hill.

**Supporters:**

1. Tilaar, H.A.R.2000. Paradima Baru Pendidikan Nasional. Jakarta: RinekaCipta.
2. Zamroni. 2000. Paradigma Pendidikan Masa Depan. Yogyakarta: Biograf Publishing.

**Supporting lecturer**

Dr. Harmanto, S.Pd., M.Pd.  
 Prof. Dr. H. Muhammad Turhan Yani, M.A.  
 Dr. Nuansa Bayu Segara, S.Pd., M.Pd.

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	<p>1.Understanding the new paradigm of education</p> <p>2.Analyzing new paradigms of teaching</p> <p>3.Determining a new paradigm of education in Indonesia</p>	<p>1.Outlining a new educational paradigm</p> <p>2.Outlining a new learning paradigm</p> <p>3.Describes the results of the analysis of educational paradigms in Indonesia</p>	<p><b>Criteria:</b></p> <p>Completeness of the report prepared and neatness and smoothness of presentation and giving answers/responses, analytical skills</p>	<p>lectures, discussions, presentations 2 X 50</p>		<p><b>Material:</b> 1. Paradigm of educational science. 2. New learning paradigm.</p> <p><b>References:</b> [1]. Ferguson, C. &amp; Kamara. J. (1993). <i>Innovative approaches to education and community service: Models and strategies for change and empowerment.</i> Boston, MA: University of Massachusetts.</p> <p>[2]. Ferguson, C. (1993). <i>Institutionalizing cultural awareness.</i> In Ferguson and Kamara (eds.), <i>Innovative approaches to education and community service.</i> Boston, MA: University of Massachusetts.</p> <p>[3]. Neo, M &amp; Neo, T.K. (2000). <i>Multimedia learning: Using multimedia as a platform for instructions and learning in higher education.</i> <i>Proceedings of the Multimedia University International Symposium on Information and Communication Technologies (2000) (M2USIC 19(2000)),</i> PJ Hilton, October 5-6, (2000), pp S3-1.1-1.4. [4]. Roblyer, MD and Edward. J. (1998). <i>Integrating (second edition).</i> New Jersey: Merrill/Prentice-Hall. [5]. Tapscott. D. (1998). <i>Growing up digital: The rise of the net generations.</i> New York: L McGraw-Hill.</p> <p><b>Material:</b> (1) Educational science paradigm, (2) New learning paradigm.</p> <p><b>References:</b></p>	7%
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2	<p>1. Analyzing education as an Organic System</p> <p>2. • Get to know the new paradigm: Systemic-Organic education • Explore the elements of the new paradigm: Systemic-Organic education.</p>	<p>Describes Systemic-Organic education, analyzing education as a Systemic-Organic system.</p>	<p><b>Criteria:</b> Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Lectures, discussions, presentations. 2 X 50</p>	<p>Lectures, discussions, presentations.</p>	<p><b>Material:</b> Organic Systems Education</p> <p><b>References:</b> [1]. Ferguson, C. &amp; Kamara. J. (1993). <i>Innovative approaches to education and community service: Models and strategies for change and empowerment.</i> Boston, MA: University of Massachusetts. [2]. Ferguson, C. (1993). <i>Institutionalizing cultural awareness.</i> In Ferguson and Kamara (eds.), <i>Innovative approaches to education and community service.</i> Boston, MA: University of Massachusetts. [3]. Neo, M &amp; Neo, T.K. (2000). <i>Multimedia learning: Using multimedia as a platform for instructions and learning in higher education.</i> <i>Proceedings of the Multimedia University International Symposium on Information and Communication Technologies (2000) (M2USIC 19(2000)),</i> PJ Hilton, October 5-6, (2000), pp S3-1.1-1.4. [4]. Roblyer, MD and Edward. J. (1998). <i>Integrating (second edition).</i> New Jersey: Merrill/Prentice-Hall. [5]. Tapscott. D. (1998). <i>Growing up digital: The rise of the net generations.</i> New York: L McGraw-Hill.</p>	7%
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3	Understand the structure and mechanisms of educational practice2. Understanding freedom and Autonomy3. Understanding community participation	Understanding the new paradigm of teaching	<p><b>Criteria:</b> Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	<p><b>Material:</b> Freedom of Education</p> <p><b>Bibliography:</b> [1]. Ferguson, C. &amp; Kamara. J. (1993). <i>Innovative approaches to education and community service: Models and strategies for change and empowerment.</i> Boston, MA: University of Massachusetts. [2]. Ferguson, C. (1993). <i>Institutionalizing cultural awareness.</i> In Ferguson and Kamara (eds.), <i>Innovative approaches to education and community service.</i> Boston, MA: University of Massachusetts. [3]. Neo, M &amp; Neo, T.K. (2000). <i>Multimedia learning: Using multimedia as a platform for instructions and learning in higher education.</i> <i>Proceedings of the Multimedia University International Symposium on Information and Communication Technologies (2000) (M2USIC 19(2000)),</i> PJ Hilton, October 5-6, (2000), pp S3-1.1-1.4. [4]. Roblyer, MD and Edward. J. (1998). <i>Integrating (second edition).</i> New Jersey: Merrill/Prentice-Hall. [5]. Tapscott. D. (1998). <i>Growing up digital: The rise of the net generations.</i> New York: L McGraw-Hill.</p>	7%
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4	1. Understand the structure and mechanisms of educational practice2. Understanding freedom and Autonomy3. Understanding community participation	Understanding the new paradigm of teaching	<p><b>Criteria:</b> Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	<p><b>Material:</b> (1) Comparison of traditional and modern education systems, (2) Between memorizing and thinking (3) Qibla of education <b>Library:</b> <i>Zamroni. 2000. Future Education Paradigm. Yogyakarta: Biografi Publishing.</i></p> <p><b>Material:</b> (1) Comparison of traditional and modern education systems, (2) Between memorizing and thinking (3) Qibla of education <b>Library:</b> <i>Zamroni. 2000. Future Education Paradigm. Yogyakarta: Biografi Publishing.</i></p>	7%
5	Understanding globalization trends in the field of education	Education reform agenda	<p><b>Criteria:</b> Full marks are obtained if you do all the questions correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	<p><b>Material:</b> Educational Paradigm <b>Library:</b> <i>Zamroni. 2000. Future Education Paradigm. Yogyakarta: Biografi Publishing.</i></p>	7%
6	Understand current adult education practices.	Education reform agenda	<p><b>Criteria:</b> Full marks are obtained if you do all the questions correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions and presentations 2 X 50	Lectures, discussions and presentations	<p><b>Material:</b> Learning with the latest educational paradigm <b>Library:</b> <i>Dewantara. Ki Hadjar, 2009. Towards an Independent Man, Yogyakarta: Leutika.</i></p>	7%
7	Understand the necessity of educational reform	Education reform agenda	<p><b>Criteria:</b> Full marks are obtained if you do all the questions correctly</p>	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	<p><b>Material:</b> Education Reform <b>Library:</b> <i>HARTilaar.2015. New National Education Paradigm, Rineka Cipta, Jakarta.</i></p>	7%
8	Measuring CMPK weeks 1 to 8 (UTS)	Education reform agenda	<p><b>Criteria:</b> Full marks are obtained if you do all the questions correctly</p> <p><b>Form of Assessment :</b> Test</p>	Test 2 X 50	2 x 50' test		1%
9	Understand the relationship between school and society	Education reform agenda	<p><b>Criteria:</b> Full marks are obtained if you do all the questions correctly</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, discussions, presentations 2 X 50			7%

10	Applying educational paradigms in learning	Able to apply education in learning	<b>Criteria:</b> Benchmark assessment criteria  <b>Form of Assessment :</b> Participatory Activities	Discussion, questions and answers 2 X 50	Discussion, question and answer 2 x 50'	<b>Material:</b> Implementation of educational paradigms in learning. <b>Reference:</b> Tilaar, HAR2000. <i>New Paradima of National Education</i> . Jakarta: RinekaCipta.	7%
11	Understand reform strategies	Understand reform strategies	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations 2 x 50'		7%
12	Understand compulsory education	Understand reform strategies	<b>Criteria:</b> Full marks are obtained if you do all the questions correctly  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations 2 x 50'	<b>Material:</b> Reform strategy <b>References:</b> [2]. Ferguson, C. (1993). <i>Institutionalizing cultural awareness</i> . In Ferguson and Kamara (eds.), <i>Innovative approaches to education and community service</i> . Boston, MA: University of Massachusetts.	7%
13	Understand modern educational practices	Analyze modern educational practice	<b>Criteria:</b> Benchmark assessment criteria  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations 2 x 50'	<b>Material:</b> Modern education <b>References:</b> [2]. Ferguson, C. (1993). <i>Institutionalizing cultural awareness</i> . In Ferguson and Kamara (eds.), <i>Innovative approaches to education and community service</i> . Boston, MA: University of Massachusetts.	7%
14	Analyzing Education and Culture	Able to analyze education and culture	<b>Criteria:</b> Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations 2 x 50'	<b>Material:</b> Education and culture <b>Reader:</b> Zamroni. 2000. <i>Future Education Paradigm</i> . Yogyakarta: Biografi Publishing.	7%

15	Able to conduct educational research	The need for educational research	<p><b>Criteria:</b> Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Observation 2 X 50	Observation 2 x 50'	<p><b>Material:</b> Educational research</p> <p><b>References:</b> [1]. Ferguson, C. &amp; Kamara. J. (1993). <i>Innovative approaches to education and community service: Models and strategies for change and empowerment.</i> Boston, MA: University of Massachusetts. [2]. Ferguson, C. (1993). <i>Institutionalizing cultural awareness.</i> In Ferguson and Kamara (eds.), <i>Innovative approaches to education and community service.</i> Boston, MA: University of Massachusetts. [3]. Neo, M &amp; Neo, T.K. (2000). <i>Multimedia learning: Using multimedia as a platform for instructions and learning in higher education.</i> <i>Proceedings of the Multimedia University International Symposium on Information and Communication Technologies (2000) (M2USIC 19(2000)),</i> PJ Hilton, October 5-6, (2000), pp S3-1.1-1.4. [4]. Roblyer, MD and Edward. J. (1998). <i>Integrating (second edition).</i> New Jersey: Merrill/Prentice-Hall. [5]. Tapscott. D. (1998). <i>Growing up digital: The rise of the net generations.</i> New York: L McGraw-Hill.</p>	7%
16	UAS	UAS	<p><b>Criteria:</b> UAS</p> <p><b>Form of Assessment :</b> Test</p>	UAS 2 X 50			1%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	84%
2.	Test	2%
		86%



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.