

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

Document Code

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## SEMESTER LEARNING PLAN

Courses			CODE		Cours	e Family		Cre	dit W	eight	SI	EMES	TER	Compilation
Educational F	cational Paradigm 8712002034					Compulsory Study			2 P=(	ECTS=4.	48		1	<b>Date</b> July 9, 2022
AUTHORIZAT	0		SP Develope	er	Progra	am Subjects		T=2 se Clu		Coordinato	_			Coordinator
		Dr. Harmanto, M.Pd; Prof. Dr. Muhamad Dr. Harmanto, M.Pd Dr. Agus Suprijon Turhan Yani, M.Ag												
Learning model	Case Studies		ļ				1							
Program	PLO study prog	Iram	that is charg	jed to the c	ourse									
Learning Outcomes (PLO)	PLO-3		evelop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertis ccordance with work competency standards in the field concerned					pertise and in						
	PLO-5		to develop log idisciplinary re					inking	in soc	ial studies l	earninę	g throu	ugh intero	disciplinary or
	PLO-6		e to make decis arch	sions to solve	e social	studies edu	cation p	robler	ns thr	ough interdi	sciplina	ary or	multidisc	iplinary
	PLO-7		e to develop so ntific publicatio		knowled	lge and tec	nology	throu	gh inte	erdisciplinary	/ or mu	ultidisc	iplinary r	esearch and
	Program Object	tives	(PO)											
	PO - 1	Have ident	e the ability to tify and solve p	utilize learnir problems rela	ng resou ated to e	urces and IC education as	CT-assis a resul	ted lea t of glo	arning obaliza	media to se ation	earch f	for dat	a/informa	ation in order to
	PLO-PO Matrix													
			P.O	PLO	-3	PLO-	5	Р	LO-6	I	PLO-7			
			PO-1											
	PO Matrix at the	e enc	l of each lea	rning stage	e (Sub-	PO)								
		_	5.0											
			P.0	1 0	2 4	56	7	1	Neek	10 11	10	10	14	15 16
		Р	PO-1	1 2	3 4	5 6	1	8	9	10 11	12	13	14	15 16
		Ľ	01											
Short Course Description	This course discu the development of									ocratization	, scien	ice an	d techno	logy, especially
References	Main :													

	change awerene of Massa learning Commun Edward. The rise 2. H.A.R.Til 3. Dewanta 4. Dewanta 5. [2]. Fergy and com 6. Neo, M educatio (2000) (N 7. Roblyer,	and empowermen st. In ferguson and achusetts. [3]. Ned in higher educ nication Technologi J. (1998). Integrat of the net generati laar.2015. Pradigm ra. Bambang, 196 ra. Ki Hadjar, 2009 uson, C. (1993). In munity service. Bo & Neo, T.K. (200 n. Procedings of th M2USIC'(2000)), P M.D. and Edward.	<ul> <li>a. J. (1993). Innovative a, nt. Boston, MA: Universit d kamara (eds.), innovative, M &amp; Neo, T.K. (2000).</li> <li>ation. Procedings of the ies (2000) (M2USIC 19(20 ting (second edition). New ons. New York: L McGraw na Baru Pendidikan Nasior 2. 100 Tahun Ki Hadjar De 3. Menuju Manusia Merdel stitutionalizing cultural awaston, MA: University of M20). Multimedia learning: he Multimedia University I J Hilton, October 5-6, (200 J. (1998). Integrating (second gup digital: The rise of the second condition).</li> </ul>	y of Massachu e approaches to Multimedia lean Multimedia U 1000)), PJ Hilton, 1 - Jersey: Merrill/ -Hill. al, Rineka Cipta evantara, Jakarta ka, Yogyakarta: L erenest. In fergus ussachusetts. Using multimed nternational Sym 10), pp S3-1.1-1.4 cond edition). Ne	setts. [2]. Ferguson, C. education and communit ning: Using multimedia a niversity International S October 5-6, (2000), pp S Prentice-Hall. [5]. Tapsco Jakarta. a: Pustaka Kartini, Cet.1, Leutika. son and kamara (eds.), in ia as a platform for ins pposium on Information a 4. w Jersey: Merrill/Prentice	(1993). Institutiona y service. Boston, is a platform for in symposium on In G3-1.1-1.4. [4]. Rob ttt. D. (1998). Grov 1989. novative approache tructions and lear nd Communication -Hall.	alizing cultural MA: University istructions and formation and lyer, M.D. and ving up digital: es to education ning in higher
	Supporters:						
				likan Nasional. Jakarta: RinekaCipta. sa Depan. Yogyakarta: Biograf Publishing.			
Support lecturer	g Dr. Harmanto, S.Pd., M.Pd. Prof. Dr. H. Muhammad Turhan Yani, M.A. Dr. Nuansa Bayu Segara, S.Pd., M.Pd.						
Week-	al abilities of h learning ge	E	valuation	Help Learning, Learning methods, Student Assignments, [Estimated time] Learning materials		Assessment Weight (%)	
	b-PO)	Indicator	Criteria & Form	Offline ( Online ( online ) (		[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

-		0			1		
1	1.Understanding	1.Outlining a	Criteria:	lectures,		Material: 1.	7%
	the new	new	Completeness of the report prepared and	discussions, presentations		Paradigm of educational	
	paradigm of	educational	neatness and	2 X 50		science. 2. New	
	education	paradigm	smoothness of	2 / 30		learning	
	2.Analyzing new	2.Outlining a	presentation and giving			paradigm.	
	paradigms of	new	answers/responses,			References: [1].	
	teaching	learning	analytical skills			Ferguson, C. &	
	3.Determining a new paradigm	paradigm 3.Describes	-			Kamara. J.	
		the results				(1993).	
	of education in Indonesia	of the				Innovative	
	muonesia	analysis of				approaches to	
		educational				education and	
		paradigms				community service: Models	
		in				and strategies	
		Indonesia				for change and	
		indonesia				empowerment.	
						Boston, MA:	
						University of	
						Massachusetts.	
						[2]. Ferguson,	
						C. (1993).	
						Institutionalizing cultural	
						awareness. 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	
						(2000) (M20SIC 19(2000)), PJ	
						Hilton, October	
						5-6, (2000), pp	
						S3-1.1-1.4. [4].	
						Roblyer, MD	
						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.	
						Material: (1)	
						Educational	
						science	
						paradigm, (2) New learning	
						paradigm.	
						References:	
L	Į		Į	I	1		l

	г					1	
2	1.Analyzing	Describes	Criteria:	Lectures,	Lectures, discussions,	Material:	7%
	education as an	Systemic-	Completeness of the	discussions,	presentations.	Organic	
	Organic System	Organic	report prepared and	presentations.	-	Systems	
		education,	the neatness and	2 X 50		Education	
	2.• Get to know	analyzing	smoothness of the			References: [1].	
	the new	education as a	presentation and			Ferguson, C. &	
	paradigm:	Systemic-	providing				
	Systemic-	Organic	answers/responses			Kamara. J.	
	Organic	system.				(1993).	
	education •		Form of Assessment :			Innovative	
			Participatory Activities			approaches to	
	Explore the					education and	
	elements of the					community	
	new paradigm:					service: Models	
	Systemic-					and strategies	
	Organic					for change and	
	education.					empowerment.	
	education.					Boston, MA:	
						University of	
						Massachusetts.	
						[2]. Ferguson,	
						C. (1993).	
						Institutionalizing	
						cultural	
						awareness. 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, MD	
						and Edward. J.	
						(1998).	
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						(second edition).	
						New Jersey:	
						Merrill/Prentice-	
						Hall. [5].	
						Tapscott. D.	
						(1998). Growing	
						up digital: The	
						rise of the net	
				1	1	generations.	
						New York: L	

<ul> <li>structure and mechanisms of practice2.</li> <li>Understanding Understanding community participation</li> <li>Presentation and proving community</li> <li>Participatory Activities</li> <li>Form of Assessment : Participatory Activities</li> <li>Form of Assessment : Participatory Activities</li> <li>Form of Assessment : Participatory Activities</li> <li>Participatory Activ</li></ul>								
structure and erradice2 Understanding community participation Participat	7%	Material:	Lectures discussions	Lectures	Criteria:	Understanding	Understand the	3
mechanisms of punderstanding freedom and Autonomy3.g Uconomiting participation       presentations answers/responses       presentations 2 × 50       Ethiolography: (1) Ferguson, C. 8 Kemare, J. (1999). Innovative answers/responses         Form of Assessment : Participation       Participation of the common of the								
educational predictional prediction of the presentation and provide a series of the presentation and preventation and prevent			presentations		report prepared and			
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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	Criteria: Completeness of the report prepared and the neatness and smoothness of the presentation and providing answers/responses Form of Assessment : Participatory Activities	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	Material: (1) Comparison of traditional and modern education systems, (2) Between memorizing and thinking (3) Qibla of education Library: Zamroni. 2000. Future Education Paradigm. Yogyakarta: Biografi Publishing. Material: (1) Comparison of traditional and modern education systems, (2) Between memorizing and thinking (3) Qibla of education Library: Zamroni. 2000. Future Education Library: Zamroni. 2000. Future Education Paradigm. Yogyakarta: Biografi Publishing.	7%
5	Understanding globalization trends in the field of education	Education reform agenda	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	Material: Educational Paradigm Library: Zamroni. 2000. Future Education Paradigm. Yogyakarta: Biografi Publishing.	7%
6	Understand current adult education practices.	Education reform agenda	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities	Lectures, discussions and presentations 2 X 50	Lectures, discussions and presentations	Material: Learning with the latest educational paradigm Library: Dewantara. Ki Hadjar, 2009. Towards an Independent Man, Yogyakarta: Leutika.	7%
7	Understand the necessity of educational reform	Education reform agenda	Criteria: Full marks are obtained if you do all the questions correctly	Lectures, discussions, presentations 2 X 50	Lectures, discussions, presentations	Material: Education Reform Library: HAR Tilaar.2015. New National Education Paradigm, Rineka Cipta, Jakarta.	7%
8	Measuring CMPK weeks 1 to 8 (UTS)	Education reform agenda	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Test	Test 2 X 50	2 x 50' test		1%
9	Understand the relationship between school and society	Education reform agenda	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Participatory Activities	Lectures, discussions, presentations 2 X 50			7%

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

16UASUASCriteria:UAS5-6, (2000), pp S3-1.1-1.4. [4]. Roblyer, MD 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.
UAS 2 X 50 Form of Assessment : Test

## 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.