



**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
Transformative Pedagogy	8712002035	Study Program Elective Courses	T=2	P=0	ECTS=4.48	1	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator		
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>					
	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-6	Able to make decisions to solve social studies education problems through interdisciplinary or multidisciplinary research				
	PLO-7	Able to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and scientific publications				
	<b>Program Objectives (PO)</b>					
	PO - 1	Analyzing responsible transformative pedagogical ideologies, developing them in innovative learning, problem solving and disseminating results				
	PO - 2	Analyzing the philosophy of transformative pedagogical education full of responsibility, developing it in innovative learning, problem solving and disseminating results				
	PO - 3	Analyzing the theory of transformative pedagogical learning full of responsibility, developing it in innovative learning, problem solving and disseminating results				
	PO - 4	Analyzing transformative pedagogical approaches full of responsibility, developing them in innovative learning, problem solving and disseminating results				
	PO - 5	Analyzing transformative pedagogical heutagogy full of responsibility, developing it in innovative learning, problem solving and disseminating results				
	PO - 6	Solving the problem of implementing transformative pedagogy for social studies learning in junior high schools in an interdisciplinary, multidisciplinary manner full of responsibility, developing it in innovative learning, and disseminating the results				
	<b>PLO-PO Matrix</b>					

P.O	PLO-3	PLO-5	PLO-6	PLO-7
PO-1				
PO-2				
PO-3				
PO-4				
PO-5				
PO-6				

**PO Matrix at the end of each learning stage (Sub-PO)**



3	Analyzing transformative pedagogical ideologies	<p>1. Analyzing the significance of Eric Fromm's thoughts on the transformative pedagogical paradigm</p> <p>2. Analyze the significance of Paulo Freire's thoughts on the world of education</p>	<p><b>Criteria:</b></p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p><b>Material:</b> Eric Fromm's Thoughts</p> <p><b>Reference:</b> Hardika, 2013, <i>Transformative Learning Based on Learning How To Learn</i>, Malang: UMM Press</p> <hr/> <p><b>Material:</b> Paulo Freire's Thoughts on Awareness</p> <p><b>Literature:</b> Freire, Paulo, 2008, <i>Education of the Oppressed</i>, Jakarta: LP3 ES</p>	7%
4	Analyzing the philosophy of transformative pedagogical education	<p>1. Analyzing the significance of essentialism educational philosophy towards the transformative pedagogical paradigm</p> <p>2. Analyzing the significance of the perennialist educational philosophy towards the transformative pedagogical paradigm</p>	<p><b>Criteria:</b></p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p><b>Material:</b> Philosophy of Essentialism and Perennialism</p> <p><b>Reference:</b> Hardika, 2013, <i>Transformative Learning Based on Learning How To Learn</i>, Malang: UMM Press</p>	7%
5	Analyzing the philosophy of transformative pedagogical education	<p>1. Analyzing the significance of progressivism educational philosophy towards the transformative pedagogical paradigm</p> <p>2. Analyzing the significance of the reconstructionist educational philosophy towards the transformative pedagogical paradigm</p>	<p><b>Criteria:</b></p> <p>Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p><b>Material:</b> Philosophy of progressivism and reconstructionism</p> <p><b>Reference:</b> Hardika, 2013, <i>Transformative Learning Based on Learning How To Learn</i>, Malang: UMM Press</p>	7%
6	Analyzing transformative pedagogical cognitive learning theory	<p>1. Analyzing the significance of Piaget's constructivist learning theory towards transformative pedagogy</p> <p>2. Analyzing the significance of Vygotsky's constructivist learning theory for transformative pedagogy</p>	<p><b>Criteria:</b></p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p><b>Material:</b> Piaget and Vygotsky Thoughts</p> <p><b>Reference:</b> Hardika, 2020, <i>Transformative Learning: Empowering Learning Model</i>, Malang: UMM Press</p>	7%
7	Analyzing transformative pedagogical cognitive learning theory	<p>1. Analyzing the significance of Jerome Bruner's concept discovery theory for transformative pedagogy</p> <p>2. Analyzing the significance of David Ausubel's theory of meaningful learning towards transformative pedagogy</p>	<p><b>Criteria:</b></p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p><b>Material:</b> Ausubel and Bruner's Thoughts</p> <p><b>Reader:</b> Hardika, 2020, <i>Transformative Learning: Empowering Learning Model</i>, Malang: UMM Press</p>	7%

8	With the mid-semester exam or UTS, students are able to critically reflect on the theoretical aspects of the transformative education paradigm	Master the theoretical aspects of transformative pedagogy	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Portfolio Assessment, Test	WRITTEN TEST 2 X 50	WRITTEN TEST 2 X 50	<b>Material:</b> Knowledge competency <b>Library:</b>	1%
9	Analyzing transformative learning approaches	1. Students are able to develop social studies learning based on a cognitive rational approach 2. Students are able to develop social studies learning based on an emancipatory approach	<b>Criteria:</b> 1. Benchmark assessment reference criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Participatory Activities	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<b>Material:</b> Rational and emancipatory cognitive approach <b>References:</b> <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i>	7%
10	Analyzing transformative learning approaches	1. Students are able to develop social studies learning based on a development approach 2. Students are able to develop social studies learning based on a spiritual-integrative approach	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Participatory Activities	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<b>Material:</b> Integrative development and spiritual approach <b>Reference:</b> <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i>	7%
11	Students analyze transformative pedagogical heutagogy	1. Analyzing the principles of self-determined learning against the transformative pedagogical paradigm 2. Analyzing the principles of self-regulated learning against the transformative pedagogical paradigm	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Participatory Activities	Responsive Cooperative Learning Problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<b>Material:</b> Heutagogical approach <b>Bibliography:</b> <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i>	7%
12	Solving the problem of implementing transformative pedagogy for social studies learning in junior high schools	1. Students are able to solve problems on the ontology of social studies learning through a transformative pedagogical approach 2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning response problem-based learning review of 2 X 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<b>Material:</b> Social studies learning problems in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations <b>Reference:</b>	7%

13	Solving the problem of implementing transformative pedagogy for social studies learning in junior high schools	1. Students are able to solve problems on the ontology of social studies learning through a transformative pedagogical approach 2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	<b>Criteria:</b> Benchmark assessment criteria  <b>Form of Assessment :</b> Participatory Activities	Project-based learning assignments carry out small research (small research) 2 X 50	Independent learning assignment to carry out small research (small research) 1 x 60	<b>Material:</b> Social studies learning problems in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations <b>Reference:</b>	7%
14	Solving the problem of implementing transformative pedagogy for social studies learning in junior high schools	1. Students are able to solve problems on the ontology of social studies learning through a transformative pedagogical approach 2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Participatory Activities	Project-based learning assignments carrying out small research (small research) 2 X 50	Independent learning assignment to carry out small research (small research) 1 x 60	<b>Material:</b> Social studies learning problems in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations <b>Reference:</b>	7%
15	Solving the problem of implementing transformative pedagogy for social studies learning in junior high schools	1. Students are able to solve problems on the ontology of social studies learning through a transformative pedagogical approach 2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Participatory Activities	Project-based learning assignments conducting small research  2 X 50	Independent learning assignment to carry out small research (small research) 1 x 60	<b>Material:</b> Social studies learning problems in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations <b>Reference:</b>	7%
16	With UAS, students are able to carry out critical practice in solving problems and making decisions regarding the implementation of transformative learning in secondary and higher education.	Mastering practical aspects	<b>Criteria:</b> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10%  <b>Form of Assessment :</b> Test	Written test 2 x 50	Written test 2 x 50	<b>Material:</b> Knowledge competency <b>Library:</b>	1%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	98%
2.	Portfolio Assessment	0.5%
3.	Test	1.5%
		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.