



**Universitas Negeri Surabaya
Faculty of Education Masters
Program in Out-of-School Education**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																	
Development Theory	8610503021		T=3	P=0	ECTS=6.72	1	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																		
			Dr. Wiwin Yulianingsih, S.Pd., M.Pd.																																		
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 20px;">P.O</td> <td colspan="16"></td> </tr> </table>						P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Examining the nature of development, understanding the paradigm of development and equality, studying various indicators of development success and examining various development theories applied in various countries, both developed and developing countries, carrying out various criticisms of the theories of modernization and capitalism, and planning development that relies on natural resources and the human resources it has.																																							
References	Main :																																							
	<ol style="list-style-type: none"> 1. Alvin Y So, Suwarsono, 2015 , Perubahan Sosial dan Pembangunan , Jakarta: Lp3ES 2. Budiman, Arief, 1995, Teori Pembangunan Dunia Ketiga , Jakarta: PT Gramedia 3. Fakhri, Mansour, 2011 , Runtuhnya Teori Pembangunan dan Globalisasi , Yogyakarta: Pustaka Pelajar 4. Michael P Thodaro and Stephen C. Smith, 2004 , Economic Development , UK: Pearson Education Limited 5. Suhanadji, 2017 , Pembangunan Masyarakat, Surabaya: Unesa Unipress 6. Usman, Sunyoto, 2015 , Esai-Esai Sosiologi: Perubahan Sosial , Yogyakarta: Pustaka Pelajar 7. Sukirno, Sudono, 2011, Ekonomi Pembangunan, Proses, Masalah, dan Dasar Kebijakan , Jakarta: Kencana Prenada Media Group 																																							
	Supporters:																																							
Supporting lecturer	SUHANADJI																																							
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	Students can study the nature of development	Students can explain the nature of development		-Lecture - Question and answer - Assignment 2 X 50			0%
2	Students are able to understand the paradigm of development and equality	Students are able to develop various development and equality paradigms		Lectures vary 2 X 50			0%
3	Students can study HDI, Economic Growth, Poverty Rates and Competitiveness	Students are able to measure and create criteria for HDI, Economic Growth, Poverty and Competitiveness		-Varied lectures - Group discussions 3 X 50			0%
4	Students can study HDI, Economic Growth, Poverty Rates and Competitiveness	Students are able to measure and create criteria for HDI, Economic Growth, Poverty and Competitiveness		-Varied lectures - Group discussions 3 X 50			0%
5	Students can study Evolutionary Theory and Functionalism Theory	Students can explain and give examples of Evolutionary Theory and Functionalism Theory		-Varied lectures - Discussion and Presentation 3 X 50			0%
6	Students can study Evolutionary Theory and Functionalism Theory	Students can explain and give examples of Evolutionary Theory and Functionalism Theory		-Varied lectures - Discussion and Presentation 3 X 50			0%
7	Students can understand and study the Theory of Modernization and Development	Students are able to explain the Theory of Modernization and Development		Discussion and Presentation 3 X 50			0%
8	Students can recognize Rostow's Theory of Economic Growth	Students can study Rostow's Theory of Economic Growth		Varied lectures Questions and answers 3 X 50			0%
9	Students can understand Max Weber's Theory: Protestant Ethics, and Mc Clelland's Theory of Achievement Motives	Students can explain and examine Max Weber's Theory: Protestant Ethics, and Mc Clelland's Theory of Achievement Motives		Lecture - Assignment 3 X 50			0%
10	Students can understand Max Weber's Theory: Protestant Ethics, and Mc Clelland's Theory of Achievement Motives	Students can explain and examine Max Weber's Theory: Protestant Ethics, and Mc Clelland's Theory of Achievement Motives		Lecture - Assignment 3 X 50			0%
11	Students can study Job Creation Theory, and Alex Inkeles' Theory: Modern Man	Students are able to make critical studies of Job Creation Theory and Alex Inkeles' Theory: Modern Man		-Assignment -Discussion 3 X 50			0%
12	Students can study Job Creation Theory, and Alex Inkeles' Theory: Modern Man	Students are able to make critical studies of Job Creation Theory and Alex Inkeles' Theory: Modern Man		-Assignment -Discussion 3 X 50			0%

13	Students can study the Theory of Fulfillment of Basic Needs and the Theory of Human Resource Development	Students are able to explain the Theory of Fulfillment of Basic Needs and the Theory of Human Resource Development		Group Discussion 3 X 50			0%
14	Students can study the Theory of Fulfillment of Basic Needs and the Theory of Human Resource Development	Students are able to explain the Theory of Fulfillment of Basic Needs and the Theory of Human Resource Development		Group Discussion 3 X 50			0%
15	Students are able to critically examine various Development Theories and Modernization Theories	Make critical notes on various development theories and modernization theories		-Notes - Theoretical Review - Presentation 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.