



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences,**  
**Pancasila and Citizenship Education Undergraduate Study Program**

Document  
Code

### SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Gender and education	8720502036	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	September 7, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Oksiana Jatningsih, M.Si.		Dr. Oksiana Jatningsih, M.Si.			Maya Mustika Kartika Sari, S.Sos., M.IP.	

Learning model	Case Studies
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**Program Learning Outcomes (PLO)** PLO study program which is charged to the course

**PLO-5** Having social sensitivity and concern for society and the environment, as well as tolerance, respecting the diversity of cultures, views, religions and beliefs, as well as other people's original opinions or findings

**PLO-9** Able to identify, develop solutions, organize and participate in resolving citizenship problems through critical thinking and action in national and state life.

**PLO-11** Able to master the basic and theoretical concepts of citizenship, politics, law, social, humanities, state and nation as well as Pancasila values, morals and culture.

**Program Objectives (PO)**

**PO - 1** Students are able to utilize technology-based learning resources and media in studying education and gender issues, as well as realizing education with a perspective of gender equality and justice.

**PO - 2** Students are able to master gender concepts and their application in studying gender issues in the field of education and society to realize gender equal and just education and life.

**PO - 3** Students are able to make decisions to resolve problems of gender inequality in education and various other areas of life by using principles and insights from the perspective of gender equality and justice.

**PO - 4** Students are able to be responsible for their own and group learning performance in achieving optimal learning outcomes in Education and Gender courses to achieve gender equality and justice in education and society.

**PLO-PO Matrix**

	P.O	PLO-5	PLO-9	PLO-11
	PO-1			
	PO-2			
	PO-3			
	PO-4			

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

	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																
	PO-2																
	PO-3																
	PO-4																

**Short Course Description** Study and understanding of the concept of gender and critical education, gender bias in education, gender socialization, characteristics of education with a gender perspective, the role of education in building critical awareness towards creating a gender-just life order through learning activities presented through theoretical studies, discussions and product and project tasks

**References** Main :

1. Abdullah, Irwan, 2006. Sangkan Paran Gender. Yogyakarta: Pustaka Pelajar.
2. Fakh, Mansoer, 2010. Analisis Gender dan Transformasi Sosial. Yogyakarta: Pustaka Pelajar.
3. Peraturan Menteri Pendidikan Nasional Nomor 84 Tahun 2008 tentang Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan.
4. Abdullah, Irwan, 2001. Seks, Gender, dan Reproduksi Kekuasaan. Yogyakarta: Terawang Press.

**Supporters:**

1. Bhasin, Kamla, 1996. Menggugat Patriarki. Yogyakarta: Kalyanamitra.
2. Abdullah, Irwan, 2001. Seks, Gender, dan Reproduksi Kekuasaan. Yogyakarta: Terawang Press.
3. Mosse, Julia Cleves, 1996. Gender dan Pembangunan. Yogyakarta: Pustaka Pelajar.
4. Grusec, Joan E. dan Paul D. Hastings, 2007. Handbook of Socialization. Theory and Research. New York: Guilford Press.
5. Linsey, Linda L., 2016. Gender roles : a sociological perspective . New York: Routledge.
6. Lips, Hilary, 2008. Sex and Gender. An Introduction. New York: McGraw-Hill Companies Inc.
7. Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer.
8. Peraturan Menteri Pendidikan Nasional Nomor 84 Tahun 2008 tentang Pedoman Pelaksanaan Pengarusutamaan Gender Bidang Pendidikan.
9. [6] Muthaliin, Achmad, 2012. Bias Gender dalam Pendidikan. Surakarta: Muhammadiyah University Press.

**Supporting lecturer**

Dr. Oksiana Jatiningih, M.Si.  
Maya Mustika Kartika Sari, S.Sos., M.I.P.

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	Understand the concepts of sex and gender	<ol style="list-style-type: none"> <li>1. Differentiate the concepts of sex and gender</li> <li>2. Differentiate between sex and gender roles</li> <li>3. Analyzing the impact of patriarchal gender ideology on differences in gender and sex roles in life</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Express understanding of the concepts and roles of sex and gender with the support of examples</li> <li>2. Demonstrate a positive attitude regarding gender material</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Contextual learning: Brainstorming reveals individual experiences related to sex and gender 2 X 50	Contextual learning: Brainstorming to reveal individual experiences related to sex and gender	<p><b>Material:</b> Concepts of sex and gender <b>References:</b> Fakh, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</p> <hr/> <p><b>Material:</b> The Sociology of Gender Theoretical Perspectives and Feminist Frameworks <b>Reference:</b> Linsey, Linda L., 2016. Gender roles: a sociological perspective. New York: Routledge.</p>	5%
2	<ol style="list-style-type: none"> <li>1. Distinguish between gender roles and sex roles</li> <li>2. Reveal the characteristics of sex roles and gender roles</li> <li>3. Provide examples of sex roles and gender roles in life</li> </ol>	Analyzing the impact of gender ideology on areas of life	<p><b>Criteria:</b> can analyze the impact of standardizing gender roles on various areas of life in society</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case studies, discussions and 2 X 50 Assignments	observe and analyze 1 x 50 videos	<p><b>Material:</b> Sex, Gender, and the Reproduction of Power <b>Reference:</b> Abdullah, Irwan, 2001. Sex, Gender, and the Reproduction of Power. Yogyakarta: Terawang Press.</p> <hr/> <p><b>Material:</b> Gender differences give birth to injustice <b>Reference:</b> Fakh, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</p>	5%

3	<p>1. Students can analyze the phenomena of equality, fairness, bias and gender neutrality</p> <p>2. Analyze the impact of gender ideology on men and women</p> <p>3.</p>	<p>1. Understand equality, fairness, gender bias, and gender neutrality</p> <p>2. Analyzing the phenomena of equality, justice and gender bias in life</p> <p>3. Analyzing the position and relations of men and women in patriarchal gender construction in various areas of life</p>	<p><b>Criteria:</b> 1. attachment 2.10</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>Case Study: paying attention to the facts of gender inequality in various areas of life 2 X 50</p>	<p>Identify and analyze facts of gender inequality in various areas of life.</p>	<p><b>Material:</b> Gender discrimination in a patriarchal life order</p> <p><b>Reference:</b> <i>Bhasin, Kamla, 1996. Contesting Patriarchy. Yogyakarta: Kalyanamitra.</i></p> <hr/> <p><b>Material:</b> Gender Manifestations in the Position of Women and Men</p> <p><b>Reference:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i></p>	10%
4	<p>1. Students can analyze the phenomena of equality, fairness, bias and gender neutrality</p> <p>2. Analyze the impact of gender ideology on men and women</p> <p>3.</p>	<p>Analyzing the position and relations of men and women in patriarchal gender construction in various areas of life</p>	<p><b>Criteria:</b> 1. attachment 2.15</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Case Study: paying attention to the facts of gender inequality in various areas of life 2 X 50</p>	<p>Identify and analyze facts of gender inequality in various areas of life.</p>	<p><b>Material:</b> Gender discrimination in a patriarchal life order</p> <p><b>Reference:</b> <i>Bhasin, Kamla, 1996. Contesting Patriarchy. Yogyakarta: Kalyanamitra.</i></p> <hr/> <p><b>Material:</b> Gender Manifestations in the Position of Women and Men</p> <p><b>Reference:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i></p>	5%
5	<p>1. Understand equality, fairness, and gender bias</p> <p>2. The impact of gender socialization in education and life</p> <p>3. Explain the relationship between gender socialization and gender deconstruction</p> <p>4. Analyzing strategies for creating life balance due to changes in gender values</p>	<p>1. Expressing the meaning of gender awareness and sensitivity.</p> <p>2. Identify the characteristics of gender sensitive and aware attitudes.</p> <p>3. Plan activities to strengthen egalitarian gender values</p>	<p><b>Criteria:</b> attachment</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	<p>Case study and discussion 2 X 50</p>	<p>Collect data/facts that reflect gender inequality 2 x 50</p>	<p><b>Material:</b> Transformation of Gender Values</p> <p><b>Reference:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i></p> <hr/> <p><b>Material:</b> Women's participation in development</p> <p><b>References:</b> <i>Mosse, Julia Cleves, 1996. Gender and Development. Yogyakarta: Student Library.</i></p>	5%

6	Describe the concept of Gender Mainstreaming (PUG) and its implementation in education	1. Presenting the PUG concept 2. Explain the regulations regarding PUG in education	<p><b>Criteria:</b> Design activities that can campaign or promote the values of gender equality and justice</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Case study and discussion 2 X 50		<p><b>Material:</b> Gender Mainstreaming in development <b>References:</b> <i>Mosse, Julia Cleves, 1996. Gender and Development. Yogyakarta: Student Library.</i></p> <p><b>Material:</b> PUG in education <b>Reference:</b> <i>Ministry of National Education. 2008. Minister of National Education Regulation Number 84 of 2008 concerning Guidelines for Implementing Gender Mainstreaming in the Education Sector. Jakarta: Ministry of National Education.</i></p>	5%
7	Describe the role of teachers in gender mainstreaming in education	Describe the role of teachers in education	<p><b>Criteria:</b> Narrative Size</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Problem Based Learning and discussion Designing activities to socialize gender egalitarian values 2 X 50	Study the literature that supports the implementation of the task of designing 2 x 50 gender values socialization activities	<p><b>Material:</b> Stopping gender injustice <b>Reference:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i></p> <p><b>Material:</b> Deconstructing women's gender roles <b>Reference:</b> <i>Abdullah, Irwan, 2001. Sex, Gender, and the Reproduction of Power. Yogyakarta: Terawang Press.</i></p>	5%
8	Describe the role of teachers in gender mainstreaming in education	Describe the role of teachers in education	<p><b>Criteria:</b> Prepare activity proposals (research or service) related to egalitarian gender discourse</p> <p><b>Form of Assessment :</b> Portfolio Assessment</p>	Problem Based Learning and discussion Designing activities to socialize gender egalitarian values 2 X 50	Study the literature that supports the implementation of the task of designing 2 x 50 gender values socialization activities	<p><b>Material:</b> Stopping gender injustice <b>Reference:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i></p> <p><b>Material:</b> Deconstructing women's gender roles <b>Reference:</b> <i>Abdullah, Irwan, 2001. Sex, Gender, and the Reproduction of Power. Yogyakarta: Terawang Press.</i></p>	10%

9	Understand social theories about gender	Explaining natural and cultural theories about gender. Using gender theory in gender analysis	<b>Criteria:</b> Analyzing gender phenomena using gender theories  <b>Form of Assessment :</b> Participatory Activities	presentation and discussion 2 X 50		<b>Material:</b> nature and culture theory in gender <b>Reference:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i>	5%
10	Describe gender theories in explaining gender phenomena	Describing gender theory in explaining gender phenomena Utilizing gender theory in gender analysis	<b>Criteria:</b> Conceptual accuracy  <b>Form of Assessment :</b> Participatory Activities	jigsaw type cooperative learning. presentation and discussion. 2 X 50		<b>Material:</b> gender socialization <b>Bibliography:</b> <i>Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer.</i>  <b>Material:</b> gender socialization <b>Reference:</b> <i>Grussec, Joan E. and Paul D. Hastings, 2007. Handbook of Socialization. Theory and Research. New York: Guilford Press.</i>	5%
11	Describe gender socialization theory in explaining gender phenomena in education	Describe gender socialization theory in explaining gender phenomena in education	<b>Criteria:</b> attachment  <b>Form of Assessment :</b> Participatory Activities	Cooperative learning Jigsaw type, Case Study 2 X 50		<b>Material:</b> gender socialization <b>Reference:</b> <i>Abdullah, Irwan, 2001. Sex, Gender, and the Reproduction of Power. Yogyakarta: Terawang Press.</i>	0%
12	Explaining and using theory in gender analysis	Explaining Functional Structural theory and Conflict Theory related to gender. Using functional structural theory in gender analysis	<b>Criteria:</b> choose the right theory in reading gender phenomena that occur  <b>Form of Assessment :</b> Participatory Activities	Case study and discussion 2 X 50		<b>Material:</b> Gender Theory <b>Bibliography:</b> <i>Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer.</i>	5%
13	Describe the role of education in building an egalitarian society	Explain the consequences of issuing a PUG policy in education	<b>Criteria:</b> attachment  <b>Form of Assessment :</b> Participatory Activities	PJBL: PUG 2 X 50 Project Tasks		<b>Material:</b> gender theory <b>References:</b> <i>Fakih, Mansoer, 2010. Gender Analysis and Social Transformation. Yogyakarta: Student Library.</i>  <b>Material:</b> gender transformation <b>Bibliography:</b> <i>Chafetz, Janet Saltzman, 2006. Handbook of the Sociology of Gender. Houston: Springer.</i>	5%

14	Analyzing gender phenomena in various areas of life and strategies for creating an egalitarian life order	Analyzing gender issues in education (learning resources, learning media, educational policies and practices) and life Providing solutions for efforts to break gender inequality	<b>Criteria:</b> attachment  <b>Form of Assessment</b> : Participatory Activities	PJBL: PUG 2 X 50 project assignments		<b>Material:</b> gender theory <b>Reader:</b> <i>Linsey, Linda L., 2016. Gender roles: a sociological perspective. New York: Routledge.</i>	5%
15	Analyzing gender phenomena in various areas of life and strategies for creating an egalitarian life order	Analyzing gender issues in education (learning resources, learning media, educational policies and practices) and life Providing solutions for efforts to break gender inequality	<b>Criteria:</b> attachment  <b>Form of Assessment</b> : Participatory Activities	PJBL: project assignment about PUG 2 X 50		<b>Material:</b> Gender problems <b>References:</b> <i>Mosse, Julia Cleves, 1996. Gender and Development. Yogyakarta: Student Library.</i>	10%
16	Sub CPMK meeting 1-15	Students are able to utilize technology-based learning resources and media in studying education and gender issues, as well as realizing education with a perspective of gender equality and justice.	<b>Criteria:</b> Question weight  <b>Form of Assessment</b> : Test	final exam: test		<b>Material: Final Review of Literature:</b> <i>Mosse, Julia Cleves, 1996. Gender and Development. Yogyakarta: Student Library.</i>	15%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	57.5%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	17.5%
4.	Test	15%
		100%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.