



**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																																																	
Multicultural Education	8720502094	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	July 17, 2024																																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																	
	Prof. Dr. Muhammad Turhan Yani, M.A.		Prof. Dr. Muhammad Turhan Yani, M.A.; Prof. Dr. Warsono, M.S.		Maya Mustika Kartika Sari, S.Sos., M.IP.																																																	
<b>Learning model</b>	Case Studies																																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																																					
	Program Objectives (PO)																																																					
	PLO-PO Matrix																																																					
		P.O																																																				
<b>Short Course Description</b>	Examining the concept of pluralism, multiculturalism, forms of pluralism, sources of pluralism, the political structure of multicultural society, and equality in multicultural society. Examining various issues and empirical facts about the practice of Multiculturalism in Indonesian religion and society. Pancasila as the source of the multicultural paradigm for the Indonesian nation, and the urgency of multicultural education for the Indonesian nation.																																																					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></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> </tbody> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																
P.O	Week																																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																						
<b>References</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Main :</th> <td colspan="5"></td> </tr> </thead> <tbody> <tr> <td colspan="6">1. 1)Parekh, Bikhu.2008. Rethinking Multiculturalism. Keberagaman Budaya dan Teori Politik. Jakarta: Kanisius. 2) Abdullah, Amin.2010. Rekonstruksi Metodologi Studi Agama dalam Masyarakat Multikultural dan Multireligius. Yogyakarta : UIN Sunan Kalijaga. 3) Yaqin, M. Ainul. 2010. Pendidikan Multikultural : Cross-Cultural Understanding untuk Demokrasi dan Keadilan, Yogyakarta : Pilar Media. 4) Kymlicka, W.1995. Multicultural Citizenship: A Liberal Theory of Minority Rights .Oxford:University Press 5) Tornham Sue.2010. Teori Feminis dan Cultural Studies . Tentang Relasi yang Belum Terselesaikan. Yogyakarta:Jalasutra 7) Saptandari, Pinky &amp; Sawitri, Retno Diah.2009. Menuju Kebebasan: Perempuan dan Pendidikan .Surabaya:Luftansa. 9) Latif, Yudi.2011. Negara Paripurna.Historisitas, Rasionalitas, dan Aktualitas Pancasila .Jakarta:PT Gramedia 10) Latif, Yudi.2014 .Mata Air Keteladanan.Pancasila Dalam Perbuatan .Jakarta:Mizan 11). Yani, Muhammad Turhan. Dialektika Seputar Pendidikan, Sosial-Politik, dan Pemikiran Keagamaan. 2007. Surabaya : Unesa University Press.</td> </tr> <tr> <th>Supporters:</th> <td colspan="5"></td> </tr> </tbody> </table>					Main :						1. 1)Parekh, Bikhu.2008. Rethinking Multiculturalism. Keberagaman Budaya dan Teori Politik. Jakarta: Kanisius. 2) Abdullah, Amin.2010. Rekonstruksi Metodologi Studi Agama dalam Masyarakat Multikultural dan Multireligius. Yogyakarta : UIN Sunan Kalijaga. 3) Yaqin, M. Ainul. 2010. Pendidikan Multikultural : Cross-Cultural Understanding untuk Demokrasi dan Keadilan, Yogyakarta : Pilar Media. 4) Kymlicka, W.1995. Multicultural Citizenship: A Liberal Theory of Minority Rights .Oxford:University Press 5) Tornham Sue.2010. Teori Feminis dan Cultural Studies . Tentang Relasi yang Belum Terselesaikan. Yogyakarta:Jalasutra 7) Saptandari, Pinky & Sawitri, Retno Diah.2009. Menuju Kebebasan: Perempuan dan Pendidikan .Surabaya:Luftansa. 9) Latif, Yudi.2011. Negara Paripurna.Historisitas, Rasionalitas, dan Aktualitas Pancasila .Jakarta:PT Gramedia 10) Latif, Yudi.2014 .Mata Air Keteladanan.Pancasila Dalam Perbuatan .Jakarta:Mizan 11). Yani, Muhammad Turhan. Dialektika Seputar Pendidikan, Sosial-Politik, dan Pemikiran Keagamaan. 2007. Surabaya : Unesa University Press.						Supporters:																																				
Main :																																																						
1. 1)Parekh, Bikhu.2008. Rethinking Multiculturalism. Keberagaman Budaya dan Teori Politik. Jakarta: Kanisius. 2) Abdullah, Amin.2010. Rekonstruksi Metodologi Studi Agama dalam Masyarakat Multikultural dan Multireligius. Yogyakarta : UIN Sunan Kalijaga. 3) Yaqin, M. Ainul. 2010. Pendidikan Multikultural : Cross-Cultural Understanding untuk Demokrasi dan Keadilan, Yogyakarta : Pilar Media. 4) Kymlicka, W.1995. Multicultural Citizenship: A Liberal Theory of Minority Rights .Oxford:University Press 5) Tornham Sue.2010. Teori Feminis dan Cultural Studies . Tentang Relasi yang Belum Terselesaikan. Yogyakarta:Jalasutra 7) Saptandari, Pinky & Sawitri, Retno Diah.2009. Menuju Kebebasan: Perempuan dan Pendidikan .Surabaya:Luftansa. 9) Latif, Yudi.2011. Negara Paripurna.Historisitas, Rasionalitas, dan Aktualitas Pancasila .Jakarta:PT Gramedia 10) Latif, Yudi.2014 .Mata Air Keteladanan.Pancasila Dalam Perbuatan .Jakarta:Mizan 11). Yani, Muhammad Turhan. Dialektika Seputar Pendidikan, Sosial-Politik, dan Pemikiran Keagamaan. 2007. Surabaya : Unesa University Press.																																																						
Supporters:																																																						
<b>Supporting lecturer</b>	Prof. Dr. Warsono, M.S. Prof. Dr. H. Muhammad Turhan Yani, M.A.																																																					
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 are able to explain the background to the importance of multicultural education and the urgency of multicultural competence.	- Explain the background to the importance of multicultural education in higher education - Explain the urgency of multicultural competence.	<b>Criteria:</b> Good and correct answers have a maximum score of 100  <b>Form of Assessment :</b> Participatory Activities	- Pulpit lecture - Question and answer. - Discussion 2 X 50			5%																																															

2	Students are able to explain the background to the importance of multicultural education and the urgency of multicultural competence.	- Explain the background to the importance of multicultural education in higher education - Explain the urgency of multicultural competence.	<b>Criteria:</b> Good and correct answers have a maximum score of 100  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Pulpit lecture - Question and answer. - Discussion 2 X 50			5%
3	Students are able to explain the concept of a multicultural society	-Explain the concept of a multicultural society - Explain the advantages of a multicultural society	<b>Criteria:</b> Answers well and correctly max 100  <b>Form of Assessment :</b> Participatory Activities	- Pulpit lecture - Question and answer. - Discussion - Case Study 2 X 50			5%
4	Students are able to explain the concept of a multicultural society	-Explain the concept of a multicultural society - Explain the advantages of a multicultural society	<b>Criteria:</b> Answers well and correctly max 100  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	- Pulpit lecture - Question and answer. - Discussion - Case Study 2 X 50			5%
5	Students are able to explain the dimensions of multicultural education	- Describe the dimensions of multicultural education - Explain the picture of multicultural society in Indonesia	<b>Criteria:</b> Answers correctly and correctly are max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit lecture - Question and answer - Presentation/demonstration 2 X 50			5%

6	Students are able to explain the basic concept of pluralism	- Describe the nature of pluralism - Explain the forms of pluralism - Explain the basis of cultural diversity	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit lectures - Assignments - 2 X 50 discussions		<b>Material:</b> a. The essence of pluralism b. Forms of pluralism according to Vico, Montesquieu, and Herder; <b>References:</b> 1) Parekh, Bikhu.2008. <i>Rethinking Multiculturalism. Cultural Diversity and Political Theory</i> . Jakarta: Kanisius. 2) Abdullah, Amin. 2010. <i>Reconstruction of Religion Study Methodology in Multicultural and Multireligious Societies</i> . Yogyakarta: UIN Sunan Kalijaga. 3) Yaqin, M. Ainul. 2010. <i>Multicultural Education: Cross-Cultural Understanding for Democracy and Justice</i> , Yogyakarta: Pilar Media. 4) Kymlicka, W. 1995. <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i> . Oxford: University Press 5) Tornham Sue. 2010. <i>Feminist Theory and Cultural Studies. About Unresolved Relationships</i> . Yogyakarta: Jalasutra 7) Saptandari, Pinky & Sawitri, Retno Diah. 2009. <i>Towards Freedom: Women and Education</i> .Surabaya:Luftansa. 9) Latif, Yudi. 2011. <i>Plenary State.Historicity, Rationality and Actuality of Pancasila</i> .Jakarta:PT Gramedia 10) Latif, Yudi.2014 . <i>Fountain of Example.Pancasila in Action</i> .Jakarta:Mizan 11). Yani, Muhammad Turhan. <i>Dialectics Regarding Education, Socio-Politics, and Religious Thought</i> . 2007. Surabaya: Unesa University Press.	5%
---	---	---	--	--	--	--	----

7	Students are able to explain the basic concept of pluralism	- Describe the nature of pluralism - Explain the forms of pluralism - Explain the basis of cultural diversity	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit lectures - Assignments - 2 X 50 discussions		<b>Material:</b> c. Human nature and the basis of cultural diversity <b>References:</b> 1) Parekh, Bikhu. 2008. <i>Rethinking Multiculturalism. Cultural Diversity and Political Theory</i> . Jakarta: Kanisius. 2) Abdullah, Amin. 2010. <i>Reconstruction of Religion Study Methodology in Multicultural and Multireligious Societies</i> . Yogyakarta: UIN Sunan Kalijaga. 3) Yaqin, M. Ainul. 2010. <i>Multicultural Education: Cross-Cultural Understanding for Democracy and Justice</i> , Yogyakarta: Pilar Media. 4) Kymlicka, W. 1995. <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i> . Oxford: University Press 5) Tornham Sue. 2010. <i>Feminist Theory and Cultural Studies. About Unresolved Relationships</i> . Yogyakarta: Jalasutra 7) Saptandari, Pinky & Sawitri, Retno Diah. 2009. <i>Towards Freedom: Women and Education</i> . Surabaya: Luftansa. 9) Latif, Yudi. 2011. <i>Plenary State. Historicity, Rationality and Actuality of Pancasila</i> . Jakarta: PT Gramedia 10) Latif, Yudi. 2014. <i>Fountain of Example. Pancasila in Action</i> . Jakarta: Mizan 11). Yani, Muhammad Turhan. <i>Dialectics Regarding Education, Socio-Politics, and Religious Thought</i> . 2007. Surabaya: Unesa University Press.	5%
8	UTS: Mastering material 1-7	Answer material questions 1-7 well	<b>Criteria:</b> Answer well and correctly, max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	Closed test 2 X 50			10%

9	Students are able to describe the concept of equality in a multicultural society	- Describe the concept of equality in a multicultural society - Explain the contextuality of equality	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit lecture - 2 X 50 Discussion Assignment			5%
10	Students are able to explain the concept of human and gender equality in religious relations in a multicultural society	-Explaining human equality in religious relations in a multicultural society - Explaining gender equality in religious relations in a multicultural society	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit Lecture - Questions and Answers - Discussion 2 X 50			5%
11	Students are able to explain the concept of human and gender equality in religious relations in a multicultural society	-Explaining human equality in religious relations in a multicultural society - Explaining gender equality in religious relations in a multicultural society	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit Lecture - Questions and Answers - Discussion 2 X 50			5%
12	Students are able to explain multicultural concepts in the study of religion	- Explain the relationship between Islam and multiculturalism in Islamic studies - Explain multicultural facts	<b>Criteria:</b> Answer well and correctly  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit Lecture - Questions and Answers - Discussion 4 X 50			5%
13	Students are able to explain multicultural concepts in the study of religion	- Explain the relationship between Islam and multiculturalism in Islamic studies - Explain multicultural facts	<b>Criteria:</b> Answer well and correctly  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit Lecture - Questions and Answers - Discussion 4 X 50			5%
14	Students are able to explain multicultural facts (plurality of religions and political views)	- Explain the position of religion in a multicultural society - Explain politics in a multicultural society	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit lecture - Question and answer - Discussion - Assignment 2 X 50			5%
15	Students are able to explain multicultural facts (plurality of religions and political views)	- Explain the position of religion in a multicultural society - Explain politics in a multicultural society	<b>Criteria:</b> Answers well and correctly max 100  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	- Pulpit lecture - Question and answer - Discussion - Assignment 2 X 50			5%

16			Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance				19%
----	--	--	---	--	--	--	-----

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	40.53%
2.	Project Results Assessment / Product Assessment	30.53%
3.	Practice / Performance	25.53%
4.	Test	2.5%
		99.09%

**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** 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.
- 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.**