



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Bachelor of Primary School Teacher Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Socio-Anthropology of Education	8620603166		T=3 P=0 ECTS=4.77	1	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Putri Rachmadyanti, S.Pd., M.Pd.																																		
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;">P.O</td> <td colspan="15"></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: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Provide understanding and knowledge regarding aspects related to patterns of Indonesian society and culture which are connected to educational aspects. Learning is designed with brainstorming, discussions, case studies, mini research, journal reviews and book reviews. It is hoped that after completing this course program, students will be able to understand the role and contribution of sociological and anthropological perspectives in the implementation of educational practices, especially in Indonesia.																																					
<b>References</b>	<b>Main :</b>																																					
	1. Roesminingsih, MV dan Lamijan HS. (2015). <i>Teori dan Praktek Pendidikan</i> . Surabaya: UNESA Unipress. Soerjono Soekanto. (2002). <i>Sosiologi Suatu Pengantar</i> . Jakarta: RadaGrasindo Persada. Koentjaraningrat (1980). <i>Sejarah Teori Antropologi II</i> . Jakarta: Rineka Cipta Koentjaraningrat. (1990). <i>Pengantar Ilmu Antropologi</i> . Jakarta: Rineka Cipta. Suhanadji. (2007). <i>Antropologi Budaya</i> . Surabaya: UNESA University Press. Suhanadji, dkk. (2008). <i>Sosiologi-Antropologi Pendidikan</i> . Surabaya: UNESA University Press.																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	MAS SUBAGIO Drs. Suprayitno, M.Si. Ganes Gunansyah, S.Pd., M.Pd. Putri Rachmadyanti, S.Pd., M.Pd.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Students are able to understand the principles and rules of Sociology and Anthropology as Social Sciences	Describe and formulate Sociology and Anthropology as Social Sciences	<b>Criteria:</b> conformity with the assessment rubric	Lectures, discussions, assignments, questions and answers, dialogue. 2 X 50			0%
2	Students are able to understand the main content of Sociological Studies.	Explain and give examples of Sociological Studies	<b>Criteria:</b> conformity with the assessment rubric	Exposition Lecture Discussion 2 X 50			0%
3	Students are able to understand the main contents of the Scope and Study of Anthropology	Explain and give examples of the Scope and Study of Anthropology	<b>Criteria:</b> conformity with the assessment rubric	Discussion Lecture 3 X 50			0%
4	Students are able to understand and interpret Sociological and Anthropological Concepts from an Educational Perspective	Explain and formulate Sociological and Anthropological Concepts in an Educational Perspective	<b>Criteria:</b> conformity with the assessment rubric	Discussion Exposition Presentation 3 X 50			0%
5	Students are able to use Methods and Techniques in Sociology and Anthropology	Proving and discovering Methods and Techniques in Sociology and Anthropology	<b>Criteria:</b> conformity with the assessment rubric	Discussion Presentation 3 X 50			0%
6	Explain the flow of modern Sociology-Anthropology of Education in terms of ontology, epistemology, and axiology, as a problematic phenomenon that exists in Sociology-Anthropology of Education	Describe and formulate the main ideas of figures who influenced the development of sociology	<b>Criteria:</b> conformity with the assessment rubric	3 X 50			0%
7	Students are able to understand and interpret the main ideas of figures who influenced the development of anthropology	Describe and formulate the main thoughts of figures who influenced the development of anthropology	<b>Criteria:</b> conformity with the assessment rubric	Discussion Presentation 3 X 50			0%
8	UTS			3 X 50			0%
9	Students are able to understand and analyze Educational Concepts from a Sociological 13 Anthropological Perspective	Describe and show the relationship between Educational Concepts in Sociological 13 Anthropology	<b>Criteria:</b> conformity with the assessment rubric	Discussion Presentation 3 X 50			0%
10	Students are able to analyze Education, Society and Culture	Shows the relationship between Education, Society and Culture	<b>Criteria:</b> conformity with the assessment rubric	Discussion Presentation 3 X 50			0%
11	Students are able to analyze the basic structure of the Kinship System	Compare and show relationships in the kinship system.		Discussion Presentation Discussion Presentation 2 X 50			0%
12	Students are able to analyze the basic structures in the development of social and cultural problems in Indonesia	Comparing, contrasting and showing relationships in the development of social and cultural problems in Indonesia	<b>Criteria:</b> conformity with the assessment rubric	Discussion Presentation 3 X 50			0%
13	Students are able to understand the main content and facts of Society and Social Institutions	Explain and give examples about Society and Social Institutions	<b>Criteria:</b> conformity with the assessment rubric	Discussion Presentation 3 X 50			0%

14	Students are able to understand the main ideas about social and cultural change	Formulate and provide examples of socio-cultural change		Discussion Presentation 2 X 50			0%
15	Students are able to analyze the basic structure of Socio-Cultural Change in the Era of Modernization and Globalization	Comparing, contrasting and showing relationships regarding Socio-Cultural Change in the Era of Modernization and Globalization	<b>Criteria:</b> conformity with the assessment rubric	Discussion 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.