



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences,**  
**Bachelor of History 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> |   |   |   |    |    |    |    |    |    |    |
|--|---|---|--|---|-------------------|-----------------------------------|-------------------------|---|---|---|----|----|----|----|----|----|----|
| Agrarian History                       | 8720102111  | Compulsory Study Program Subjects   | T=2  | P=0   | ECTS=3.18         | 3                                 | February 7, 2024        |   |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   |   | <b>SP Developer</b>   | <b>Course Cluster Coordinator</b>  |   |                   | <b>Study Program Coordinator</b>  |                         |   |   |   |    |    |    |    |    |    |    |
|  |   | Drs. Agus Trilaksana, M.Hum.  | Drs. Agus Trilaksana, M.Hum.   |   |                   | Dr. Wisnu, M.Hum.                 |                         |   |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>                  | Project Based Learning  |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | <b>PLO study program that is charged to the course</b>  |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <b>PLO-6</b>  | CPL-S2 Demonstrate an attitude of upholding human values in the life of a heterogeneous and democratic society, nation and state                                    |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <b>PLO-8</b>  | Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology      |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <b>Program Objectives (PO)</b>  |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <b>PLO-PO Matrix</b>  |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  |   | <table border="1" style="margin: auto;"> <tr> <td style="width: 33%;">P.O</td> <td style="width: 33%;">PLO-6</td> <td style="width: 33%;">PLO-8</td> </tr> </table> |  |   | P.O               | PLO-6                             | PLO-8                   |   |   |   |    |    |    |    |    |    |    |
| P.O                                    | PLO-6   | PLO-8   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <b>PO Matrix at the end of each learning stage (Sub-PO)</b>   |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | P.O   | Week  |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  |   | 1   | 2  | 3   | 4                 | 5                                 | 6                       | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| <b>Short Course Description</b>        | This course will examine the meaning and scope of agrarian law, the birth of land rights, various types of land rights according to customary law, colonial agrarian law and national agrarian law, government policies regarding agrarian reform, the green revolution and the occurrence of agrarian conflicts. especially what happened in Indonesia, especially in Java. Lectures are carried out with presentations and discussions, case study analysis and reflection.   |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>                      | <b>Main :</b>   |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <ol style="list-style-type: none"> <li>1. Santoso Urip. 2010. Hukum Agraria Dan Hak-HakAstas Tanah . Jakarta: KencanaPrenadaMedia Group</li> <li>2. Aminnudin Kasdi. 2008. Kaum Merah Menjarah . Surabaya: Unesa Press.</li> <li>3. Hefner Robertt H. 1999. Geger Tengger, suatu Perubahan Sosial Dan Perkelahian Politik . Jakarta: LP3ES</li> <li>4. Tjondronegoro Sediono M.P. Gunawan Wiradi. 1984. Dua Abad Penguasaan Tanah, Pola Penguasaan Tanah di Jawa Dari Masa ke Masa . Jakarta: Gramedia</li> <li>5. Suhartono. 1989. Apanage dan Bekel, Perubahan Sosial di Pedesaa n Surakarta . Jakarta: Tiara Wacana</li> <li>6. Scott C Jame. 1994. Moral ekonomi Petani, Pergolakan dan Subsistensi di Asia Tenggara . Jakarta: LP3ES</li> <li>7. Agus Trilaksana, 2021. Reformasi Agraria di Indonesia. Surabaya; Unesa Press</li> </ol> |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
|  | <b>Supporters:</b>  |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Drs. Artono, M.Hum.<br>Drs. Agus Trilaksana, M.Hum.   |   |  |   |                   |                                   |                         |   |   |   |    |    |    |    |    |    |    |
| 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 meaning and scope of agrarian history  | - Explain the meaning of agrarian - Explain the scope of agrarian history   | <b>Criteria:</b><br>activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities | - Pulpit lecture<br>- Question and answer. - Discussion<br>2 X 50       |                   |                                   | 5%                      |   |   |   |    |    |    |    |    |    |    |

|    |   |   |   |  |  |   |     |
|----|---|---|---|--|--|---|-----|
| 2  | 1.<br>2. Students are able to describe the history of the birth of land rights                            | Describe the history of the birth of land rights                            | <b>Criteria:</b><br>activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Pulpit lecture, Question and Answer and Discussion<br>2 X 50 |  |   | 5%  |
| 3  | Explain land rights according to customary law  | Explain land rights according to customary law                              | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Lecture pulpit Demonstration assignment<br>2 X 50            |  |   | 5%  |
| 4  | Explain land rights during the Kingdom era  | Able to explain land rights during the Kingdom era                          | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Lecture pulpit discussion<br>2 X 50                          |  | <b>Material:</b> Land rights during the Kingdom<br><b>Library:</b> <i>Suhartono. 1989. Apanage and Bekel, Social Change in Rural Surakarta. Jakarta: Tiara Wacana</i>   | 5%  |
| 5  | Students are able to explain the concept of land rights during the VOC era                                | Describe the concept of land rights during the VOC era                      | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Lecture pulpit Discussion Assignment<br>2 X 50               |  | <b>Material:</b> Land rights during the VOC era<br><b>Reader:</b> <i>Santoso Urip. 2010. Agrarian Law and Land Rights. Jakarta: KencanaPrenadaMedia Group</i>   | 5%  |
| 6  | Students are able to explain the concept of land rights during the Daendels and Raffles era               | Describe the concept of land rights during the time of Daendels and Raffles | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Lecture pulpit Discussion Assignment<br>2 X 50               |  | <b>Material:</b> The concept of land rights during the Daendels and Raffles era.<br><b>Reader:</b> <i>Santoso Urip. 2010. Agrarian Law and Land Rights. Jakarta: KencanaPrenadaMedia Group</i>  | 5%  |
| 7  | Students are able to explain the concept of land rights during Dutch colonialism                          | Describe the concept of land rights during the Dutch colonial government    | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Lecture pulpit Discussion Assignment<br>2 X 50               |  | <b>Material:</b> The concept of land rights during Dutch Colonialism<br><b>Reader:</b> <i>Santoso Urip. 2010. Agrarian Law and Land Rights. Jakarta: KencanaPrenadaMedia Group</i>  | 5%  |
| 8  | Midterm exam  | Doing midterm test questions  | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Test                            | Test essay questions<br>2 X 50                               |  |   | 15% |
| 9  | Students are able to describe the process and history of the preparation of the 1960 UUPA                 | Describe the process and history of the preparation of the 1960 UUPA        | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities, Tests | Lecture pulpit Discussion Assignment<br>2 X 50               |  |   | 5%  |
| 10 | Students are able to explain National agrarian law in accordance with the 1960 UUPA                       | Explains national agrarian law in accordance with the 1960 UUPA             | <b>Criteria:</b><br>Activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities, Tests | Lecture pulpit Discussion Assignment<br>2 X 50               |  | <b>Material:</b> National Agrarian Law in the 1960 UUPA<br><b>Library:</b> <i>Santoso Urip. 2010. Agrarian Law and Land Rights. Jakarta: KencanaPrenadaMedia Group</i>  | 5%  |
| 11 | Students are able to explain the concept of rights in accordance with the 1960 UUPA national agrarian law | Describe land rights in accordance with the national agrarian law UUPA 1960 | <b>Criteria:</b><br>activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities        | Lecture pulpit Discussion Assignment<br>2 X 50               |  | <b>Material:</b> Land rights according to UUPA 1960<br><b>Reference:</b> <i>Aminnudin Kasdi. 2008. Reds Plunder . Surabaya: Unesa Press.</i><br><br><b>Material:</b> Land rights during the VOC era<br><b>Reader:</b> <i>Santoso Urip. 2010. Agrarian Law and Land Rights. Jakarta: KencanaPrenadaMedia Group</i> | 5%  |

|    |  |  |  |  |  |  |     |
|----|--|--|--|--|--|--|-----|
| 12 | Agrarian Reform in Indonesia   | Describe agrarian reform in Indonesia                            | <b>Criteria:</b><br>activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities, Portfolio Assessment         | Lecture pulpit<br>Discussion<br>Assignment<br>2 X 50 |  | <b>Material:</b> Agrarian Reform in Indonesia<br><b>Reference:</b><br><i>Tjondronegoro Sediono MP, Gunawan Wiradi. 1984. Two Centuries of Land Tenure, Patterns of Land Tenure in Java from Time to Time. Jakarta: Gramedia</i><br><br><b>Material:</b> Community-Based Forest Management as part of Agrarian Reform in Indonesia<br><b>Reference:</b> <i>Agus Trilaksana, 2021. Agrarian Reform in Indonesia. Surabaya; Unesa Press</i> | 5%  |
| 13 | Students are able to explain the implementation of the Green Revolution in Indonesia | Describe the implementation of the Green Revolution in Indonesia | <b>Criteria:</b><br>activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities                               | Lecture pulpit<br>Discussion<br>Assignment<br>2 X 50 |  | <b>Material:</b> Green Revolution and its impact on farmers<br><b>Reference:</b> <i>Hefner Robertt H. 1999. Tengger commotion, a social change and political struggle. Jakarta: LP3ES</i>  | 5%  |
| 14 | Students are able to describe the events of the Agrarian conflict in Indonesia       | Describes the Agrarian conflict in Indonesia                     | <b>Criteria:</b><br>activeness in KBM<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Portfolio Assessment, Tests | Lecture pulpit<br>Discussion<br>Assignment<br>2 X 50 |  |  | 5%  |
| 15 | Students are able to describe and analyze agrarian conflicts in Indonesia            | Describe and analyze Agrarian conflicts in Indonesia             | <b>Criteria:</b><br>activeness in KBM<br><br><b>Form of Assessment :</b><br>Participatory Activities                               | Lecture pulpit<br>Discussion<br>Assignment<br>2 X 50 |  | <b>Material:</b> Agrarian conflicts in Indonesia<br><b>Reader:</b> <i>Scott C Jame. 1994. Peasant Moral Economics, Unrest and Subsistence in Southeast Asia. Jakarta: LP3ES</i>  | 5%  |
| 16 | UAS  |  | <b>Form of Assessment :</b><br>Test  |  |  |  | 15% |

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 59.17%     |
| 2. | Portfolio Assessment     | 4.17%      |
| 3. | Test                     | 36.67%     |
|    |                          | 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%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.