

	<div style="text-align: center;"> Universitas Negeri Surabaya Faculty of Social and Political Sciences History Education Undergraduate Study Program </div>										Document Code																																																																																																
SEMESTER LEARNING PLAN																																																																																																											
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
History of Education	8720102162	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	January 1, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Drs. Artono, M.Hum.		Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.			Dr. Wisnu, M.Hum.																																																																																																					
Learning model	Case Studies																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-5	CPL-S1 Shows a religious attitude																																																																																																									
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Students are able to utilize ICT-based learning resources and learning media to support the implementation of the History of Education course.																																																																																																									
	PO - 2	Students can analyze educational philosophy and also thoughts that developed in the history of Indonesian education																																																																																																									
	PO - 3	Students can analyze the development of the educational curriculum in Indonesia																																																																																																									
	PO - 4	Have a critical attitude by evaluating educational problems in Indonesia																																																																																																									
	PLO-PO Matrix																																																																																																										
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	PO Matrix at the end of each learning stage (Sub-PO)																																																																																																										
		<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">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> <tr><td>PO-1</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> <tr><td>PO-2</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> <tr><td>PO-3</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> <tr><td>PO-4</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> </table>						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															
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Short Course Description Study of the development of education from the Hindu Buddhist era to the 21st century, consisting of philosophy, goals, foundations, thoughts, problems and curriculum. Lectures are carried out through the use of information available in the form of references or the internet and the methods used are discussions (small and large groups), case study analysis, project assignments and reflection.																																																																																																											
References	Main :																																																																																																										
	1. Nasution, S. 1983. Sejarah Pendidikan Indonesia. Jakarta: Jemmars. 2. Sumarsono, Mustoko 1986. Pendidikan di Indonesia dari Zaman ke Zaman . Jakarta; Balai Pustaka. 3. Syalabi, Ahmad , 1973. Sejarah Pendidikan Islam. Jakarta: Bulan Bintang. 4. Buchori , Mochtar, 2007. Evolusi Pendidikan di Indonesia (dari Kweekschool sampai ke IKIP: 1852-1998 . Yogyakarta: INSIST Press. 5. Djumhur, I & Danasuparta, 1997. Sejarah Pendidikan. Bandung: ILMU.																																																																																																										
	Supporters:																																																																																																										

Supporting lecturer		Drs. Artono, M.Hum. Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.					
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	Mastering the development of education during the Hindu, Buddhist and Islamic eras	1.Explains the introduction of Hinduism and Buddhism as the basis of the education system in Indonesia. 2.Analyzing the development of Islamic education (langgar & Islamic boarding school)	Criteria: Report completeness Form of Assessment : Participatory Activities	Discovery Learning: Lecturer explains the initial state of education in Indonesia. Students search, discover, collect and compile information about the development of Hinduism, Buddhism and Islam as drivers of education in Indonesia. 2 X 50		Material: The role of the Sriwijaya, Demak and Mataram kingdoms in playing an educational role. The role of walisongo in Islamic education in Java. Bibliography: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Age to Age. Jakarta; Library Hall.</i> Material: The role of the Sriwijaya, Demak and Mataram kingdoms in playing an educational role. The role of walisongo in Islamic education in Java. Bibliography: <i>Syalabi, Ahmad, 1973. History of Islamic Education. Jakarta: Bulan Bintang.</i>	4%

2	Mastering the development of education during the Dutch East Indies era before the 1892 reorganization	1. Analyze the development of education during the VOC era. 2. Connecting the role of the church with the development of education in Indonesia.	Criteria: Literature analysis and sources Form of Assessment : Participatory Activities	Lecturer Designs and monitors the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups. Problem theme: Explain the role of the Klein Ambtenaarsexamen (lower employee exam) in maintaining Dutch hegemony in Indonesia. Students look for information/data from various sources in their group to conclude the problem/task given by the lecturer as a group. 2 X 50		Material: Era of the Verenigde Oost-Indische Compagnie (VOC) Development of curriculum and facilities, and the role of the Dutch language in the education system in Indonesia. References: Nasution, S. 1983. <i>History of Indonesian Education</i> . Jakarta: Jemmars. Material: Era of the Verenigde Oost-Indische Compagnie (VOC) Development of curriculum and facilities, and the role of the Dutch language in the education system in Indonesia. Bibliography: Sumarsono, Mustoko 1986. <i>Education in Indonesia from Time to Time</i> . Jakarta: Library Hall.	0%
3	Mastering the development of education during the Dutch East Indies era before the 1892 reorganization	1. Analyze the development of education during the VOC era. 2. Connecting the role of the church with the development of education in Indonesia.	Criteria: Literature analysis and sources Form of Assessment : Participatory Activities	Lecturer Designs and monitors the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups. Problem theme: Explain the role of the Klein Ambtenaarsexamen (lower employee exam) in maintaining Dutch hegemony in Indonesia. Students look for information/data from various sources in their group to conclude the problem/task given by the lecturer as a group. 2 X 50		Material: Era of the Verenigde Oost-Indische Compagnie (VOC) Development of curriculum and facilities, and the role of the Dutch language in the education system in Indonesia. References: Nasution, S. 1983. <i>History of Indonesian Education</i> . Jakarta: Jemmars. Material: Era of the Verenigde Oost-Indische Compagnie (VOC) Development of curriculum and facilities, and the role of the Dutch language in the education system in Indonesia. Bibliography: Sumarsono, Mustoko 1986. <i>Education in Indonesia from Time to Time</i> . Jakarta: Library Hall.	4%

4	Mastering the development of Colonial teaching politics in the early 19th century	<ol style="list-style-type: none"> 1.Explain the development of native schools. 2.Analyzing the teaching differentiation of native schools. 3.Analyzing the development of Dutch schools in Indonesia. 	<p>Criteria: Ability to analyze and use diverse literature</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturer Designs and monitors the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups.</p> <p>Determining the problem theme: Explain the role of applying the concordance principle in the establishment of Dutch schools (ELS) in Indonesia. Students look for information/data from various sources in their groups and discuss, discuss problems in groups, and write them in paper form. 2 X 50</p>		<p>Material: First class and second class schools, village schools. Development of ELS, HCS, and HIS. MULO as a symbol of national education.</p> <p>References: <i>Buchori, Mochtar, 2007. Evolution of Education in Indonesia (from Kweekschool to IKIP: 1852-1998 . Yogyakarta: INSISTPress.</i></p> <p>Material: First class and second class schools, village schools. Development of ELS, HCS, and HIS. MULO as a symbol of national education.</p> <p>Bibliography: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p>	4%
5	Mastering the development of Colonial teaching politics in the early 19th century	<ol style="list-style-type: none"> 1.Explain the development of native schools. 2.Analyzing the teaching differentiation of native schools. 3.Analyzing the development of Dutch schools in Indonesia. 	<p>Criteria: Ability to analyze and use diverse literature</p> <p>Form of Assessment : Participatory Activities</p>	<p>Cooperative Learning Lecturers Design and monitor the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups.</p> <p>Determining the problem theme: Explain the role of applying the concordance principle in the establishment of Dutch schools (ELS) in Indonesia. Students look for information/data from various sources in their groups and discuss, discuss problems in groups, and write them in paper form. 2 X 50</p>		<p>Material: First class and second class schools, village schools. Development of ELS, HCS, and HIS. MULO as a symbol of national education.</p> <p>References: <i>Buchori, Mochtar, 2007. Evolution of Education in Indonesia (from Kweekschool to IKIP: 1852-1998 . Yogyakarta: INSISTPress.</i></p> <p>Material: First class and second class schools, village schools. Development of ELS, HCS, and HIS. MULO as a symbol of national education.</p> <p>Bibliography: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p>	4%

6	Analyzing the development of public schools by the Indonesian people and Islamic boarding schools during the Dutch East Indies.	<ol style="list-style-type: none"> 1. Identifying the development of colonial teaching politics in native schools. 2. Analyzing the process of the presence of Dutch colonialism and its influence on Indonesian Islamic education. 3. Analyzing Dutch policies towards Indonesian Islamic education. 	<p>Criteria: ability to analyze and use diverse literature</p> <p>Form of Assessment : Participatory Activities</p>	<p>Problem Based Learning Lecturers design tasks to achieve certain competencies. Make instructions (methods) for students in finding solutions to specified problems. The problem that will be solved is identifying the reaction of Muslims to Dutch policies regarding the existence of Islamic boarding schools in Indonesia.. Students learn by exploring/looking for information (inquiry) and utilize this information to solve factual problems/ designed by the lecturer.</p> <p>2 X 50</p>		<p>Material: Implementation of native schools. Development of Islamic education (langgar and Islamic boarding schools).</p> <p>Bibliography: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i></p> <hr/> <p>Material: Implementation of native schools. Development of Islamic education (langgar and Islamic boarding schools).</p> <p>Bibliography: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p>	4%
7	Analyzing the development of public schools by the Indonesian people and Islamic boarding schools during the Dutch East Indies.	<ol style="list-style-type: none"> 1. Identifying the development of colonial teaching politics in native schools. 2. Analyzing the process of the presence of Dutch colonialism and its influence on Indonesian Islamic education. 3. Analyzing Dutch policies towards Indonesian Islamic education. 	<p>Criteria: ability to analyze and use diverse literature</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecturers design assignments to achieve certain competencies. Make instructions (methods) for students in finding solutions to specified problems. The problem that will be solved is identifying the reaction of Muslims to Dutch policies regarding the existence of Islamic boarding schools in Indonesia.. Students learn by exploring/looking for information (inquiry) and utilize this information to solve factual problems/ designed by the lecturer.</p> <p>2 X 50</p>		<p>Material: Implementation of native schools. Development of Islamic education (langgar and Islamic boarding schools).</p> <p>Bibliography: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i></p> <hr/> <p>Material: Implementation of native schools. Development of Islamic education (langgar and Islamic boarding schools).</p> <p>Bibliography: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p>	8%
8	Review capabilities 1-7	Test	<p>Criteria: analysis, accuracy and completeness of literary sources</p> <p>Form of Assessment : Test</p>	<p>Midterm Exam</p> <p>2 X 50</p>			10%

9	Mastering the state of Indonesian teacher education during the Dutch East Indies: a segregative system	<ol style="list-style-type: none"> 1. Analyzing the development of teacher schools in Indonesia. 2. Explains the stages of teacher professional education during the Dutch era. 3. Analyze the differences between government HIK and private HIK. 	<p>Criteria: Ability to analyze and search for sources or data</p> <p>Form of Assessment : Participatory Activities</p>	Lecturers provide data and instructions to explore the background of the Dutch government opening teacher education in Indonesia. Check and review student independent learning results. Mhsw searches, collects and compiles existing information to analyze the differences between teacher schools managed by the government and those managed by the private sector. 2 X 50		<p>Material: Development of kweekschool (teacher school). Teacher Education Levels and curriculum. Privately managed Teachers' Schools (HIK Private).</p> <p>Bibliography: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p> <hr/> <p>Material: Development of kweekschool (teacher school). Teacher Education Levels and curriculum. Privately managed Teachers' Schools (HIK Private).</p> <p>Bibliography: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i></p>	4%
10	Mastering the state of Indonesian teacher education during the Dutch East Indies: a segregative system	<ol style="list-style-type: none"> 1. Analyzing the development of teacher schools in Indonesia. 2. Explains the stages of teacher professional education during the Dutch era. 3. Analyze the differences between government HIK and private HIK. 	<p>Criteria: Ability to analyze and search for sources or data</p> <p>Form of Assessment : Participatory Activities</p>	Lecturers provide data and instructions to explore the background of the Dutch government opening teacher education in Indonesia. Check and review student independent learning results. Mhsw searches, collects and compiles existing information to analyze the differences between teacher schools managed by the government and those managed by the private sector. 2 X 50		<p>Material: Development of kweekschool (teacher school). Teacher Education Levels and curriculum. Privately managed Teachers' Schools (HIK Private).</p> <p>Bibliography: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p> <hr/> <p>Material: Development of kweekschool (teacher school). Teacher Education Levels and curriculum. Privately managed Teachers' Schools (HIK Private).</p> <p>Bibliography: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i></p>	4%

11	Analyzing education and teaching in Indonesia during the Japanese occupation.	<p>1. Analyzing the implications of the power of the Japanese military occupation government in the field of education in Indonesia.</p> <p>2. Explains the influence of the elimination of the dualism education system during the Japanese colonial period.</p>	<p>Criteria: Ability to analyze, and use literature and various data sources</p> <p>Form of Assessment : Participatory Activities</p>	Lecturers provide data and instructions to explore Japanese government policies in the field of education. Check and review student independent learning results. Students search, collect and organize existing information to analyze What was the purpose of education during the Japanese Militarist Occupation? Judging from the policies implemented. 2 X 50		<p>Material: Goals and foundations of education. Development of education and teaching. Education Policies. The role of Indonesian in fostering national identity. Library: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p> <hr/> <p>Material: Goals and foundations of education. Development of education and teaching. Education Policies. The role of the Indonesian language in fostering national identity. Library: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i></p>	4%
12	Analyzing education and teaching in Indonesia during the Japanese occupation.	<p>1. Analyzing the implications of the power of the Japanese military occupation government in the field of education in Indonesia.</p> <p>2. Explains the influence of the elimination of the dualism education system during the Japanese colonial period.</p>	<p>Criteria: Ability to analyze, and use literature and various data sources</p> <p>Form of Assessment : Participatory Activities</p>	Lecturers provide data and instructions to explore Japanese government policies in the field of education. Check and review student independent learning results. Students search, collect and organize existing information to analyze What was the purpose of education during the Japanese Militarist Occupation? Judging from the policies implemented. 2 X 50		<p>Material: Goals and foundations of education. Development of education and teaching. Education Policies. The role of Indonesian in fostering national identity. Library: <i>Djumhur, I & Danasuparta, 1997. History of Education. Bandung: SCIENCE.</i></p> <hr/> <p>Material: Goals and foundations of education. Development of education and teaching. Education Policies. The role of the Indonesian language in fostering national identity. Library: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i></p>	4%

13	Evaluate the role of educational figures in increasing Nationalism	Identifying the efforts of Indonesian figures in the field of education	Criteria: Completeness of data, and ability to analyze Form of Assessment : Participatory Activities	Lecturer Designs and monitors the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups. Problem theme: choose 1 name of person who plays a role in the development of education in Indonesia. Students look for information/data from various sources in their group. Discuss and analyze. Discuss and conclude problems/assignments given by the lecturer in groups. 2 X 50		Material: RA Kartini (1879-1904) Rd. Dewi Sartika (1884-1947) Ki Hadjar Dewantara (1889-1959) Bibliography: Sumarsono, Mustoko 1986. <i>Education in Indonesia from Age to Age</i> . Jakarta; Library Hall. Material: RA Kartini (1879-1904) Rd. Dewi Sartika (1884-1947) Ki Hadjar Dewantara (1889-1959) Bibliography: Syalabi, Ahmad, 1973. <i>History of Islamic Education</i> . Jakarta: Bulan Bintang.	4%
14	Analyzing the development of government policy regarding the National Curriculum, from the Old Order period to the reform period	1. Explain efforts to reform education and teaching. 2. Analyzing the implementation of educational democracy. 3. Analyzing post-independence curriculum developments.	Criteria: Accuracy in selecting literary sources and analytical skills Form of Assessment : Participatory Activities	Lecturers design and monitor the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups. Problem theme: In the course of Indonesia's national history, we know about education development in the Old Order era (1961-1969) and the era of education development in the New Order era (1969-1993). Try comparing the basics and objectives of education from the two eras or orders of development! Students look for information/data from various sources in their groups, discuss and discuss and conclude problems/assignments given by the lecturer in groups. 2 X 50		Material: Laying the Foundations of National Education and Educational Democracy. The Birth of LPTK at the University Level Library: Sumarsono, Mustoko 1986. <i>Education in Indonesia from Time to Time</i> . Jakarta; Library Hall. Material: Laying the Foundations of National Education and Educational Democracy. The Birth of LPTK at University Level Library: Syalabi, Ahmad, 1973. <i>History of Islamic Education</i> . Jakarta: Bulan Bintang.	4%

15	Analyzing the development of government policy regarding the National Curriculum, from the Old Order period to the reform period	1.Explain efforts to reform education and teaching. 2.Analyzing the implementation of educational democracy. 3.Analyzing post-independence curriculum developments.	Criteria: Accuracy in selecting literary sources and analytical skills Form of Assessment : Participatory Activities	Lecturers design and monitor the learning process and learning outcomes of student groups. Prepare a problem/case or form of assignment to be completed by students in groups. Problem theme: In the course of Indonesia's national history, we know about education development in the Old Order era (1961-1969) and the era of education development in the New Order era (1969-1993). Try comparing the basics and objectives of education from the two eras or orders of development! Students look for information/data from various sources in their groups, discuss and conclude problems/assignments given by the lecturer in groups. 2 X 50		Material: Laying the Foundations of National Education and Educational Democracy. The Birth of LPTK at the University Level Library: <i>Sumarsono, Mustoko 1986. Education in Indonesia from Time to Time. Jakarta; Library Hall.</i> Material: Laying the Foundations of National Education and Educational Democracy. The Birth of LPTK at University Level Library: <i>Syalabi, Ahmad, 1973. History of Islamic Education. Jakarta: Bulan Bintang.</i>	8%
16			Form of Assessment : Test	Final exams			30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Test	40%
		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** 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.

