	Universitas Negeri Surabaya **Faculty of Social and Political Sciences, Bachelor of History Education Study Program**	**Document Code**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
History of Indonesia from the Hindu-Buddhist Period	8720103137		**T=3**	**P=0**	**ECTS=4.77**	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Applying logical, critical, systematic and analytical thinking in solving history education problems with the impact of developments in science and technology
	PLO-16	Mastering historical material in temporal, spatial and thematic aspects as a basis for developing knowledge and skills competencies in learning history
	Program Objectives (PO)	
	PLO-PO Matrix	

	P.O	PLO-8	PLO-16

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

Short Course Description	This course examines human development in Indonesia from the preliterate era to Hindu-Buddhism. The things studied include environmental and cultural aspects of human groups from ancient times to the Hindu-Buddhist kingdoms. Apart from that, there is an explanation of the concept of ancient human migration via sea and land routes, the theory of Indianization in the archipelago and the structure of Hindu and/or Buddhist temples.
References	**Main :**

1. Boechari, 2012. Melacak Sejarah Kuno Indonesia Melalui Prasasti , Jakarta: Kerjasama Departemen Arkeologi FIB UI dengan EFEO
2. Poerbatjaraka. 1959. Riwayat Indonesia 1 . Jakarta: Jambatan
3. Wiwin Juwita R, 2015. Candi di Indonesia: Seri Jawa dan Sumatra . Direktorat Pelestarian Cagar Budaya dan Permuseuman Dirjen Kebudayaan KEMDIKBUD RI
4. Casparis, JG de, 1956. Prasasti Indonesia 1 & 2 , Bandung, Van Hove.
5. Bellwood, Peter. 2000. Prasejarah Kepulauan Indo – Malaysia. Jakarta: Gramedia Pustaka Utama
6. Tim Nasional Penulisan Sejarah Indonesia. 2008. Sejarah Nasional Indonesia I. Departemen Pendidikan dan Kebudayaan, Direktorat Sejarah dan Nilai Tradisional, Proyek Inventarisasi dan Dokumentasi Sejarah Nasional.
7. Tim Nasional Penulisan Sejarah Indonesia. 2008. Sejarah Nasional Indonesia II. Departemen Pendidikan dan Kebudayaan, Direktorat Sejarah dan Nilai Tradisional, Proyek Inventarisasi dan Dokumentasi Sejarah Nasional.
8. R. Soekmono. 1993. Pengantar Sejarah Kebudayaan Indonesia I. Yogyakarta: Kanisius
9. R. Soekmono. 1991. Pengantar Sejarah Kebudayaan Indonesia II. Yogyakarta: Kanisius
10. Van Heekeren, H. R. 1957. The stone age of Indonesia. Brill.
11. Prasetyo, Bagyo, 2004. Religi Masyarakat Prasejarah. Jakarta: Puslitarkenas
12. Soejono. R.P. 1984. Cakrawala Prasejarah Indonesia. Jakarta: Rokan Offset
13. Soejono. R.P. 1976. Tinjauan Tentang perkembangan Prasejarah Indonesia dalam Aspek-Aspek Arkeologi Indonesia. Jakarta: Bintang Orion
14. N.J. Krom. 1956. Zaman Hindu. Pustaka Sardjana

	Supporters:	

Supporting lecturer	Drs. Artono, M.Hum. THOMAS NUGROHO AJI Riyadi, S.Pd., M.A. Esa Putra Bayu Gusti Gineung Patridina, S.S., 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	Mastering various types of ancient historical sources	1. Able to explain Glacial & Interglacial Phenomena 2. Able to explain the Theory of Human Evolution 3. Able to explain the process of entry of hominids into the archipelago	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
2	Able to explain the proto-historical period	Analyze proto-historical sources	**Criteria:** 1. Very Active A 2. Active B 3. Just C 4. Inactive D **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
3	Able to analyze the theory of Hindu arrival	Analyze the theories of Brahmins, Vaishyas, Kshatriyas and Shudras	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%

4	Able to analyze the existence of the Kutai and Srivijaya kingdoms	- analyzing royal toponymy - Analyzing inscription evidence - Analyzing archaeological evidence	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
5	Able to analyze the existence of the Kutai and Srivijaya kingdoms	- analyzing evidence of the existence of the Malay kingdom and Swarnabhumi analyzing the collapse of Srivijaya	**Criteria:** very active A, active B, less active c, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
6	Able to analyze ancient kingdoms in West Java	analyzing evidence of the Tarumanegara, Pakuwan and Galuh kingdoms in West Java	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
7	Analyzing the inscription sources of the Syalendra and Sanjaya dynasties	- Analyzing inscriptions and archaeological evidence of the Syailendra dynasty Analyzing the Sanjaya and Balitung inscriptions	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
8	Able to answer essay questions	UTS	**Criteria:** Correct answer has a weight of 10 **Form of Assessment** : Test	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		15%
9	Able to analyze the differences between Hindu agana and buddya from the classical period in Central Java	Analyze the architectural characteristics and iconography of Hindu and Buddhist temples	**Criteria:** activeness and suitability of reports **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
10	Able to analyze the transfer of the Sindok kingdom and government	- Analysis of the theory of the transfer of power to East Java. Analysis of Sindok Period inscriptions	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
11	Able to analyze the life of the Isyana dynasty in the Airlangga era	analysis of inscriptions from the Airlangga period	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50			5%
12	Able to analyze the life of the Singhasari kingdom	- Analysis of written sources of work. singhasari Analysis of archaeological sources	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50			5%

13	Able to analyze the sources of the Majapahit kingdom	- Analysis of foreign sources. Archaeological remains	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
14	Able to explain the early and golden life of the Majapahit kingdom	- Domestic politics Foreign Politics	**Criteria:** very active A, active B, less active C, not active D **Form of Assessment** : Participatory Activities	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
15	Able to explain the bitter end of life	- analysis of the collapse of Majapahit. Late Majapahit sites	**Criteria:** very active A, active B, less active C, not active D **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, Holistic, Discussion and Questions and Answers 3 X 50	Presentations, Holistics, Discussions and Questions and Answers		5%
16			**Form of Assessment** : Participatory Activities, Tests	Presentations, Holistics, Discussions and Questions and Answers			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Project Results Assessment / Product Assessment	5%
3.	Test	22.5%
		100%

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** 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.
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.