



Universitas Negeri Surabaya
Faculty of Social and Political Sciences
History Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Sej. Australia and Oceania	8720102171		T=2 P=0 ECTS=3.18	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Wisnu, M.Hum.

Learning model Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course																	
	Program Objectives (PO)																	
PO - 1	Able to be responsible for historical work/history education. Able to use historical research methods by utilizing sources for writing Australian history. Able to study the history curriculum that is relevant to current developments. Able to properly design history learning with Australian history																	
	PLO-PO Matrix																	
	P.O																	
	PO-1																	
	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	
	PO-1																	

Short Course Description The course examines the name Australia, the indigenous people of Australia, the discoverer of Australia, the process of Westerners coming to Australia, Australia becoming a British Colony, Australia's White Policy, the Formation of the Australian Federation, Australian Independence, Australia's role in World War 1 and 2, Australian Policy in Asia and Asia Pacific, Australia's Relations with Indonesia, and the emergence of Oceania Countries.

References	Main :
	<ol style="list-style-type: none"> 1. Santoso. 1999. Sejarah Australia dan Selandia Baru. Surabaya: IKIP Surabaya 2. D.K. Kolit. 1974. Sejarah Australia. Ende Flores: Nusa Indah. 3. J. Siboro. 1989. Sejarah Australia. Jakarta: Dikti. 4. Santoso. 1991. Negara-negara Oceania. Surabaya: IKIP Surabaya.
	Supporters:
	<ol style="list-style-type: none"> 1. 1. Susan Critley. 1995. Hubungan Australia dengan Indonesia. Jakarta : UI Press. 2. 2. Ratih Hardjono. Suku Putuhnya Asia, Perjalanan Mencari Jati Dirinya. Jakarta: PT Gramedia Pustaka Utama 3. 3. Richard H. Chouvel. Budaya Politik Australia. Jakarta: Yayasan Obor Indonesia

Supporting lecturer Septina Alrianingrum, S.S., M.Pd.

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	Lecture Contract 1. Ability to explain the scope of Australian history.	Able to explain the scope of Australian History and provide lecture materials	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, discussions, questions and answers 2 X 50	- Learning Form: --Face to Face/Zoom/Gmeet Lecture - Learning Method: Discuss, question and answer, Group assignment Student Assignment: Dividing group assignments according to chapters/sub-chapters for presentation material on Australian History.	Material: Scope of Australian History Reader: Santoso. 1999. <i>History of Australia and New Zealand</i> . Surabaya: IKIP Surabaya	0%
2	Explain the origin of the name of the Australian continent	1.1. Origin of the name of the Australian Continent 2.2. Theories and figures who originated the name Australia	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, discussions, questions and answers 2 X 50	- Learning Form: --Face to Face/Zoom/Gmeet Lecture - Learning Method: Discuss, question and answer, Group assignment Student Assignment: Dividing group assignments according to chapters/sub-chapters for presentation material on Australian History.	Material: 1. Origin of the name Australia Library: Santoso. 1999. <i>History of Australia and New Zealand</i> . Surabaya: IKIP Surabaya	7%
3	Explaining the Geography and Indigenous Population of Australia	1.1. Location of Australia geographically 2.2. Location of Australia astronomically. 3.3. Climate and Indigenous Population (Aboriginal) Australia	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, discussions, questions and answers 2 X 50	- Learning Form: --Face to Face/Zoom/Gmeet Lecture - Learning Method: Discuss, question and answer, Group assignment Student Assignment: Dividing group assignments according to chapters/sub-chapters for presentation material on Australian History.	Material: 2. Geographical and astronomical location of Australia and the Australian aboriginal population. Reference: DK Kolit. 1974. <i>Australian History. Ende Flores: Beautiful Nusa</i> .	10%
4	Identify the discovery of the Australian continent and the arrival of Westerners to Australia	1.1. Be able to analyze the Discovery of Australia by Aboriginal Tribes 2.2. Able to analyze the discovery of Australia by the Indonesian people	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, - Presentations, Discussions, Questions and Answers 2 X 50	-- Learning Form: --Face to Face/Zoom/Gmeet Lecture - Learning Method: Presentation, Discussion, question and answer, Group/Individual assignments -- Student Assignments: 1. PjBL Assignments, 2. Dividing group assignments according to chapters/subchapters for Australian History presentation materials.	Material: 3. The discovery of the Australian continent by the early Indonesians and the discovery of Australia by Westerners. Reference: Santoso. 1999. <i>History of Australia and New Zealand</i> . Surabaya: IKIP Surabaya	7%
5	Describe the background to British colonization of Australia	1.1. British factors made Australia a British colony from the aspects: 1) Political-religious, 2) Social, 3) American Loyalist, 4) Australian Nature 2.2. The impact of the British colony on Australia.	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, - Presentations, Discussions, Questions and Answers 2 X 50	-- Learning Form: --Face to Face/Zoom/Gmeet Lecture - Learning Method: Presentation, Discussion, question and answer, Group/Individual assignments -- Student Assignments: 1. PjBL Assignments, 2. Dividing group assignments according to chapters/subchapters for Australian History presentation materials.	Material: 4. Discovery of Australia by Western Nations Reader: Santoso. 1999. <i>History of Australia and New Zealand</i> . Surabaya: IKIP Surabaya	8%

6	Describes the expansion of the colony and the forms of British exploration and exploitation in Australia	1.1. Be able to explain the expansion of the British colony in Australia 2.2. Explain the forms of British exploration and exploitation in Australia	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, - Presentations, Discussions, Questions and Answers 2 X 50	-- Learning Form: -- Face to Face/Zoom/Gmeet Lecture - Learning Method: Presentation, Discussion, question and answer, Group/Individual assignments -- Student Assignments: 1. PjBL Assignments, 2. Dividing group assignments according to chapters/subchapters for Australian History presentation materials.	Material: 5. British Colonization of Australia and its impact Reader: Santoso. 1999. <i>History of Australia and New Zealand</i> . Surabaya: IKIP Surabaya	7%
7	Explain the various events behind the formation of the Australian federal state	1.1. Be able to explain how many rebellion events were behind the formation of the Australian federation 2.2. Explain the emergence of sentiment towards ethnicities (Chinese) and Asians	Criteria: Form: Very Good, Good, Fair, Poor Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, - Presentations, Discussions, Questions and Answers 2 X 50	-- Learning Form: -- Face to Face/Zoom/Gmeet Lecture - Learning Method: Presentation, Discussion, question and answer, Group/Individual assignments -- Student Assignments: 1. PjBL Assignments, 2. Dividing group assignments according to chapters/subchapters for Australian History presentation materials.	Material: 6. Territorial expansion and British exploration/exploitation of Australia Reference: DK Kolit. 1974. <i>Australian History</i> . Ende Flores: Beautiful Nusa.	7%
8	UTS: Ability to do UTS assignments in the form of Projects and Problem Solving in Australian history	1.1. Able to do UTS assignments in the form of projects and Problem Solving 2.2. Can work according to the specified time	Criteria: EACH QUESTION 10 VALUE	non-test 2 X 50			4%
9	Analyzing the implementation of the White Australia Policy in Australia	1.1. Be able to explain the concept of the White Australia Policy 2.2. Be able to explain the form and impact of Australia's white policy	Criteria: 1. Liveliness 2. Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: -- Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: 8. White Australia Policy (White Australia Policy) Reference: Santoso. 1999. <i>History of Australia and New Zealand</i> . Surabaya: IKIP Surabaya	6%
10	Analyzing the implementation of the White Australia Policy in Australia	1.1. Be able to describe the 6 Australian colonies in map/graphic form 2.2. Be able to explain the formation of the Coomonwealth of Australia (Australian Commonwealth/Federation of Countries)	Criteria: 1. Liveliness 2. Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: -- Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: 9. Formation of the Coomonwealth of Australia (Australian Federation) Reference: J. Siboro. 1989. <i>Australian History</i> . Jakarta: Higher Education.	6%
11	Explain the Australian government system	1.1. Be able to explain the shape/model of the Australian state 2.2. Be able to explain the Australian government system	Criteria: 1. Liveliness 2. Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: -- Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: 9. Formation of the Coomonwealth of Australia (Australian Federation) Reference: J. Siboro. 1989. <i>Australian History</i> . Jakarta: Higher Education. Material: 10. State Form and Australian Government System Reference: J. Siboro. 1989. <i>Australian History</i> . Jakarta: Higher Education.	6%
12	Australia's role in World Wars I and II	1.1. Be able to explain the Australian military system. 2.2. Explain Australia's role in WWI and II	Criteria: 1. Liveliness 2. Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: -- Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: 9. Formation of the Coomonwealth of Australia (Australian Federation) Reference: J. Siboro. 1989. <i>Australian History</i> . Jakarta: Higher Education. Material: 11. Australia's Role and WWI and II Reference: J. Siboro. 1989. <i>Australian History</i> . Jakarta: Higher Education.	6%

13	Explaining Australia's Relations with Indonesia	1.1. Be able to explain the importance of Australia's relations with Indonesia 2.2. Be able to explain the various forms of relations between Australia and Indonesia	Criteria: 1.Liveliness 2.Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: - -Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: 9. Formation of the Coomonwealth of Australia (Australian Federation) Reference: <i>J. Siboro. 1989. Australian History. Jakarta: Higher Education.</i> Material: 14. Relations between Australia and Indonesia Reader: <i>Santoso. 1999. History of Australia and New Zealand. Surabaya: IKIP Surabaya</i>	6%
14	Explain the process of forming the country of New Zealand	1.1. Able to explain the process of the New Zealand people's struggle 2.2. Explain the process of forming the state of New Zealand	Criteria: 1.Liveliness 2.Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: - -Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: 13. Process of Formation of the State of New Zealand Reference: <i>Santoso. 1999. History of Australia and New Zealand. Surabaya: IKIP Surabaya</i>	6%
15	Identify the process and emergence of Oceania Countries	1.1. Be able to identify the process of emergence of Oceania countries. 2.2. Be able to explain the role of Oceanian countries in the global political arena	Criteria: 1.Liveliness 2.Argument Form of Assessment : Participatory Activities	1. Lectures and structured assignments 2. Lectures, Presentations, Discussions, Questions and Answers 2 X 50	- Learning Forms: - -Face to Face/Zoom/Gmeet Lectures - Learning Methods: Presentations, Discussions, questions and answers, Group/Individual assignments	Material: The Emergence of Oceania Countries and Their Role. Bibliography: <i>Santoso. 1999. History of Australia and New Zealand. Surabaya: IKIP Surabaya</i>	6%
16	Ability to do Final Semester Evaluation / Final Semester Examination	1. Working on essay test questions 2. Working on non-test questions in performance/project form 3. Able to take the final semester exam in the form of a test/non-test in the form of a simple report writing the history of the National Movement Period	Form of Assessment : Practice / Performance	Non-test test			12%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	88%
2.	Practice / Performance	12%
		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.