



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																				
Introduction to Economics	6920102138		T=2 P=0 ECTS=3.18	1	July 17, 2024																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																					
	Diyah Utami. S.Sos MM		Diyah Utami S.Sos MM	Dr. Agus Machfud Fauzi, M.Si.																																																																																					
Learning model	Case Studies																																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																								
	Program Objectives (PO)																																																																																								
	PO - 1	Able to analyze problem solving socio-economic problems based on existing information and data																																																																																							
	PO - 2	Able to work in groups in analyzing socio-economic problems																																																																																							
	PO - 3	Able to describe economic problems based on sociological analysis																																																																																							
	PLO-PO Matrix																																																																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																									
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Short Course Description	This course provides a conceptual understanding of the differences in the scope of economics and sociology. Students will be given an understanding of the economic theories put forward by Adam Smith, Malthus, David Richardo, Karl Marx, Veblen, and Max Weber, as well as economic concepts including monopoly markets and banking. Apart from that, students will also learn. Students will also be given an understanding of the law of demand, the law of supply, monopoly markets, and the role of banks in society. With this course, it is hoped that students will be able to study economic phenomena based on the viewpoints of economics and sociology																																																																																								
References	Main :																																																																																								
	1. Rahardja Prathama, Manurung Mandala. Pengantar Ilmu Ekonomi .FE UI. Jakarta. 20082. 2. Rosyidi, Suherman. Pengantar Ilmu Ekonomi : Pendekatan Mikro & Makro. Rajawali Press. 20113. 3. Skousen Mark. Sang Maestro Teori-teori Ekonomi Modern .Prenada. Jakarta. 2005																																																																																								
	Supporters:																																																																																								
Supporting lecturer	Pambudi Handoyo, S.Sos., M.A. Diyah Utami, S.Sos., M.M.																																																																																								
Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)																																																																																				

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Able to analyze differences in the scope of economics and sociology 2.Able to analyze the meeting points or intersections between economics and sociology studies	1.1.1 Students are able to explain the scope of sociology 2.1.2 Students are able to explain the scope of economics 3.1.3 Students are able to explain the differences between economic sociology and economics 4.1.4 Analyze economic problems from a sociological perspective	Form of Assessment : Participatory Activities, Portfolio Assessment	Face to face 2 X 50	Using gmeet (face to face) and vivesa (2 x 50 assignment collection)		3%
2	1.Able to analyze the meeting points or intersections between economics and sociology studies 2.Able to explain and analyze Adam Smith's theory based on a sociological perspective	1.1.1 Explain Adam Smith's theory from economic studies 2.1.2 Analyze Adam Smith's theory from a sociological perspective	Form of Assessment : Participatory Activities	Face to face and discussion 2 X 50	Gmeet (face to face) and vivesa (task) 2 x 50		3%
3	1.Able to analyze the meeting points or intersections between economics and sociology studies 2.Able to explain and analyze Malthusian theories based on a sociological perspective	1.1.1 Analyze Robert Malthus's theory from an economic perspective 2.1.2. analyzing Robert Malthus's theory from a sociological perspective	Form of Assessment : Participatory Activities	Face to face and discussion 2 X 50	Gmeet (face to face) and vivesa (task) 2 x 50	Material: 2 Bibliography: <i>Skousen Mark. The Maestro of Modern Economic Theories .Prenada. Jakarta. 2005</i>	3%
4	1.Able to analyze the meeting points or intersections between economics and sociology studies 2.Able to explain and analyze Malthusian theories based on a sociological perspective	1.1.1 Analyze Robert Malthus's theory from an economic perspective 2.1.2. analyzing Robert Malthus's theory from a sociological perspective	Form of Assessment : Participatory Activities	Face to face and discussion 2 X 50	Gmeet (face to face) and vivesa (task) 2 x 50		3%

5	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.Explains Karl Marx's theory based on an economic perspective 2.Explain and analyze Karl Marx based on a sociological perspective	Form of Assessment : Participatory Activities	Face to face and discussion 2 X 50	Gmeet and vinese 2x50		3%
6	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	Explaining Karl Marx's economic theory	Form of Assessment : Participatory Activities	Lectures and face to face 2 X 50	Gmeet and vinese 2 x 50		3%
7	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.Explain the economic theory of Veblen and Weber 2.analyze Veblen and Weber's theories from a sociological perspective	Form of Assessment : Participatory Activities	Discussion and lecture 2 X 50	Vinese and gmeet 2 x 50		3%
8	UTS	UTS	Criteria: UTS Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	UTS			16%
9	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1 Explain and analyze demand factors from an economic perspective	Form of Assessment : Participatory Activities	lectures and discussions 2 X 50	gmeet and vinese 2 x 50		3%
10	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1.1 Explain and analyze supply factors from an economic perspective 2.1.2 Explain and analyze the factors offering a sociological perspective	Form of Assessment : Participatory Activities	lectures and discussions 2 X 50	gmeet and vinese 2 x 50		3%
11	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1.1 Explain the definition of a monopoly market 2.1.2 Explain the types of monopoly markets 3.1.3 Explain the phenomenon of monopoly markets economically and sociologically	Form of Assessment : Participatory Activities	Lectures and discussions 2 X 50	Lectures and discussions		3%

12	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1.1 Explain the history of banking 2.1.2 Explain the banking system in general 3.1.3 Explain the differences between conventional and sharia banking systems 4.1.4 Explain the public's perspective on banking	Form of Assessment : Participatory Activities	Face to face and discussion 2 X 50	Face to face and discussion 2 x 50		3%
13	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1.1 Explain the history of banking 2.1.2 Explain the banking system in general 3.1.3 Explain the differences between conventional and sharia banking systems 4.1.4 Explain the public's perspective on banking	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Face to face and discussion 2 X 50	Face to face and discussion 2 x 50		7%
14	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1. 1 Able to analyze economic phenomena based on economic and sociological perspectives 2.1.2 Able to present material on economic phenomena based on economic and sociological perspectives	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion of the 2 X 50 case study	Case study discussion 2 x 50		7%
15	Implement economic concepts and theories relevant to sociology, in order to analyze economic problems related to education and development	1.1. 1 Able to analyze economic phenomena based on economic and sociological perspectives 2.1.2 Able to present material on economic phenomena based on economic and sociological perspectives	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion of the 2 X 50 case study	Case study discussion 2 x 50		12%
16	Able to compose scientific articles about economic phenomena based on a sociological perspective		Form of Assessment : Portfolio Assessment, Test		Compile 2 x 50 scientific papers		25%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	44.5%
2.	Project Results Assessment / Product Assessment	18.33%
3.	Portfolio Assessment	19.33%
4.	Test	17.83%
		99.99%

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.