



**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																																																																				
Sociology of Education	6920102218	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	July 17, 2024																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																					
			Dr. Agus Machfud Fauzi, M.Si.																																																																					
Learning model	Project Based Learning																																																																										
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																										
	Program Objectives (PO)																																																																										
	PO - 1	Mastering the concepts of educational sociology in applying them to educational problems. Make relevant decisions about educational sociology concepts to analyze educational problems. Responsible for self-learning performance, agreement with group colleagues in understanding relevant and contextual educational sociology concepts																																																																									
	PO - 2	Make relevant decisions about educational sociology concepts to analyze educational problems.																																																																									
	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 explains the history and development, foundations, paradigms, theories and methods in educational sociology. Furthermore, students are expected to be able to analyze educational realities from an educational sociology perspective. So apart from the theoretical and methodological aspects, students are also expected to be able to contextualize and apply them in reading the problems of the contemporary world of education, such as; relations between society and education, socialization and educational interactions, curriculum and ideological hegemony, education and social change, globalization and capitalism, education, gender and education, violence in educational institutions, homo academicus in higher education and others.																																																																										
References	Main :																																																																										
	<ol style="list-style-type: none"> 1. Moh. Mudzakkir. 2014. "Menjaga Kehormatan Sosiologi Pendidikan" dalam Ardhie Raditya, ed. , Arena Pengetahuan , Surabaya; Unesa Press. 2. Michael W. Apple, Stephen J. Ball and Luis Armando Gandin. 2010. International Handbook of The Sociology of Education , New York; Routledge. 3. Damsar. 2010. Pengantar Sosiologi Pendidikan , Jakarta; Rajawali Press 4. Abdullah Idi, 2011. Sosiologi Pendidikan; Individu, Masyarakat dan Pendidikan , Jakarta; Rajawali Press. 5. Roem Topatimasang dan Mansour Fakih, 2001. Pendidikan Populer; Membangun Kesadaran Kritis, Yogyakarta; Insist Press. 6. HAR Tilaar. 2012. Perubahan Sosial dan Pendidikan; Pengantar Pedagogik Transformatif Untuk Indonesia, Jakarta; Rineka Cipta. 7. HAR Tilaar. 2012. Pendidikan dan Kekuasaan , Jakarta; Rineka Cipta. 8. Nanang Martono, 2012. Kekerasan Simbolik di Sekolah; Sebuah Ide Sosiologi Pendidikan Pierre Bourdieu , Jakarta; Rajawali Press. 9. Nanang Martono, 2014. Sosiologi Pendidikan Michel Foucault; Pengetahuan, Kekuasaan, Disiplin, Hukuman, dan Seksualitas . Jakarta; Rajawali press. 10. Zainuddin Maliki, 2008. Sosiologi Pendidikan , Yogyakarta; Gajah Mada University Press. 11. Sulistiyarini Irianto, 2012. Otonomi Perguruan Tinggi , Jakarta; YOI. 12. Thoha-Sarumpet, Riris K Dkk, 2012. Membangun di Atas Puing Integritas , Jakarta Yayasan Obor Indonesia. 13. Rakhmat Hidayat, 2013. Pengantar Sosiologi Kurikulum. Jakarta; Rajawali Press. 14. Rakhmat Hidayat 2014. Sosiologi Emile Durkheim , Jakarta; Rajawali Press. 																																																																										
	Supporters:																																																																										
Supporting lecturer	Moh. Mudzakkir, S.Sos., M.A., 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	Master and apply basic sociological concepts regarding the scope of educational sociology	Explain the scope of Sociology of Education	Criteria: 1. Able to explain the meaning of educational sociology and its objects. 2.5 3.5 Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
2	Master and apply basic sociological concepts regarding the scope of educational sociology	Explain the scope of Sociology of Education	Criteria: Able to explain the meaning of educational sociology and its objects. Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
3			Criteria: Able to explain the meaning of educational sociology and its objects. Form of Assessment : Participatory Activities	Behavioristic/Expository/Lecture Approach 3 X 50			5%
4	Mastering sociological and educational paradigms	Explaining Sociological and Educational Paradigms	Criteria: Describes the sociological paradigm, educational paradigm and sociological paradigm of education Form of Assessment : Participatory Activities	Behavioristic/Economic Approach/Lectures 3 X 50			7%
5	Mastering community relations and education	Discussing the Relationship between Society and Education	Criteria: Prepare discussion activity reports Form of Assessment : Participatory Activities	Inquiry/ Discussion/ literature review 3 X 50			5%
6	Mastering socialization and interaction in education	Discuss socialization and interaction in the educational process	Criteria: Able to prepare activity reports correctly Form of Assessment : Participatory Activities	Inquiry/ Discussion/ Study of literature 3 X 50			7%
7	Mastering the curriculum as an arena of power in education	Discuss the curriculum as an arena of power in education	Criteria: Prepare observation activity reports correctly Form of Assessment : Participatory Activities	Inquiry/Discussion/Literature Review 3 X 50			5%
8	Mastering the role of teachers in the educational process	Discuss the role of teachers in the education process and implementing UTS	Criteria: Able to prepare simple reports about discussion activities Form of Assessment : Test	Inquiry/ Discussion/ Literature Review 3 X 50			10%
9	Mastering education and social mobility	Discussing education and social mobility	Criteria: Prepare simple activity reports correctly Form of Assessment : Participatory Activities	Inquiry/ Discussion/ Literature review 3 X 50			5%

10	Mastering globalization, internationalization in education	Discussing globalization, internationalization in education	Criteria: Prepare discussion activity reports correctly Form of Assessment : Participatory Activities	Inquiry/ Discussion/ Study of literature and internet 3 X 50			7%
11	Mastering gender relations in education	Discuss gender relations in education	Criteria: Able to prepare activity reports correctly Form of Assessment : Participatory Activities	Inquiry/ Discussion/ Literature review and internet search 3 X 50			5%
12	Mastering the phenomenon of violence in education	Discuss the phenomenon of violence in education	Criteria: Able to prepare simple activity reports correctly Form of Assessment : Participatory Activities	Inquiry/ Discussion/ Literature review and internet search 3 X 50			7%
13	Mastering the role of higher education in society	Discuss the role of higher education in society	Criteria: Prepare discussion activity reports correctly Form of Assessment : Participatory Activities	Inquiry/ Discussion/ Literature review and internet search 3 X 50			5%
14	Mastering the education of marginalized people and people with disabilities	Discussing education for marginalized people and people with disabilities	Criteria: Able to prepare activity reports correctly Form of Assessment : Participatory Activities	Constructivist Approach/Cooperative Learning/Discussion 3 X 50			7%
15	Mastering the education of marginalized people and people with disabilities	Discussing education for marginalized people and people with disabilities	Criteria: Able to prepare activity reports correctly Form of Assessment : Participatory Activities	Constructivist Approach/Cooperative Learning/Discussion 3 X 50			5%
16			Form of Assessment : Participatory Activities				10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	90%
2.	Test	10%
		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.

