



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Pancasila and Citizenship Education Undergraduate Study
Program

Document Code

SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date |
|-------------------------------|----------------------------------|---------------|--------------------------------------|---|------------------|
| Conflict Resolution and Peace | 8720503183 | | T=0 P=1 ECTS=1.59 | 6 | July 17, 2024 |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | |
| | Iman Pasu Purba & Rahmanu Wijaya | | Iman Pasu Marganda Hadiarto Purba | Maya Mustika Kartika Sari, S.Sos., M.IP. | |

| Learning model | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|------|------|------|------|------|---|---|---|----|----|----|----|----|----|----|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 1 Able to explain the scope of peace and conflict with several approaches | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 2 Able to describe local wisdom as conflict resolution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 3 Able to apply an appropriate approach in understanding conflict resolution | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO - 4 Students are able to design peace projects | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">P.O</td></tr> <tr><td style="text-align: center;">PO-1</td></tr> <tr><td style="text-align: center;">PO-2</td></tr> <tr><td style="text-align: center;">PO-3</td></tr> <tr><td style="text-align: center;">PO-4</td></tr> </table> | P.O | PO-1 | PO-2 | PO-3 | PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <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> </tbody> </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 | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Short Course Description | This course will explain the conflict management and resolution process that must be carried out to achieve positive peace. To fully understand the conflict resolution process, students will be provided with basic knowledge about paradigms, conflict resolution, conflict cycles and conflict resolution stages as well as peace strategies that can be used by various actors in the conflict resolution process. Students are able to provide arguments for conflict resolution and peace efforts in Indonesia.

| | |
|-------------------|---------------|
| References | Main : |
| | |

- Hoo Won-Jeong, *Understanding Conflict and Conflict Analysis*, Sage Publications, 2008
- Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., *Turbulent Peace. The Challenges of Managing International Conflict* (Washington, D.C.: USIP, 2001).
- Hugh Miall, Oliver Ramsbotham and Tom Woodhouse, 2000, *Contemporary Conflict Resolution* (UK : Polity Press)
- Roger Fischer, William Ury & Bruce Patton, *Getting to Yes*, Yayasan Obor Indonesia, Jakarta, 2000.
- Simon Fisher, at all, *Mengelola Konflik: Ketrampilan dan Strategi untuk Bertindak*, the British Council, Jakarta, 2001
- Sandra Cheldelin, Daniel Druckman, Larissa Fast (eds), *Conflict: From Analysis to Intervention*, Continuum: London, 2003
- Nugroho, L. (2021). Peran Komunikasi dalam Manajemen Konflik. *ALIDZA'AH: Jurnal Dakwah Dan Komunikasi*, 3(2), 1–11
- Butler, M. J. (2009). *International Conflict Management*. Routledge.
- Call, C. T., & Cook, S. E. (2003). On Democratization and Peacebuilding. *Global Governance*, 9, 233-246.
- Jeong, H-W. (2009). *Conflict Management and Resolution: An introduction* (1st ed). Routledge. <https://doi.org/10.4324/9780203864975>
- Galtung, J. (2007). Introduction: peace by peaceful conflict transformation – the TRANSCEND approach. In C. Weibel & J. Galtung (eds). *Handbook of Peace and Conflict Studies* (pp. 14-32). Routledge

Supporters:

- Greig, J. M., Owsiak, A.P., & Diehl, P.F. (2019). *International Conflict Management*. Polity Press
- Folarin, S.F. (2015). *Types and Causes of Conflict* (Readings in Peace and Conflict Studies). Covenant University. <https://core.ac.uk/download/pdf/32224691.pdf>
- Kaisup, D. A., & Maing, S. G. (2021). Proses Negosiasi Konflik Papua: Dialog Jakarta-Papua. *Jurnal Ilmu Sosial Dan Humaniora*, 10(1), 82–98.
- Lahiry, S. (2019). Conflict, Peace and Security: An International Relations Perspective with Special Reference to India. *Millennial Asia*, 10(1), 76-90. <https://doi.org/10.1177/0976399619825691>

Supporting lecturer

Prof. Dr. Warsono, M.S.
Iman Pasu Marganda Hadiarto Purba, S.H., M.H.

| 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 Explains a general overview of conflict theory Approaches to Understanding Conflict | Students are able to explain conflict theory and explain various approaches to understanding conflict | Criteria: Pass and Remedy Form of Assessment : Participatory Activities | Problem Based Learning, Discussion and Reflection 2 X 50 | | Material: What Conflict is? References: <i>Hoo Won-Jeong, Understanding Conflict and Conflict Analysis, Sage Publications, 2008</i> | 5% |
| 2 | Students understand the meaning of conflict and conflict resolution as well as local Indonesian wisdom | Students are able to explain conflict theory and explain various approaches to understanding conflict | Criteria: Pass and Remedy | Problem Based Learning, Discussion and Reflection 2 X 50 | | Material: Peacemaking Challenging Bibliography: <i>Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., Turbulent Peace. The Challenges of Managing International Conflict (Washington, DC: USIP, 2001).</i> 3. <i>Hugh Miall, Oliver Ramsbotham and Tom Woodhouse, 2000, Contemporary Conflict Resolution (UK : Polity Press)</i> | 5% |
| 3 | Students are able to explain the definition of peace, Basic Concepts of Peace, Negative Peace and Positive Peace | understand the general concept of peace | Criteria: Good, Average, Bad Form of Assessment : Participatory Activities | Problem Based Learning and Evaluation and Reflection 2 X 50 | | Material: peace and security References: <i>Lahiry, S. (2019). Conflict, Peace and Security: An International Relations Perspective with Special Reference to India. Asian Millennials, 10(1), 76-90. https://doi.org/... 91</i> | 0% |

| | | | | | | | |
|---|---|--|---|--|--|---|----|
| 4 | able to explain justice and human rights as factors of peace | understand the concept of justice and human rights as factors of peace | Criteria: Good, Average, Bad Form of Assessment : Participatory Activities | Problem Based Learning and Evaluation and Reflection 2 X 50 | | Material: Peacebuilding and Democracy References: <i>Call, CT, & Cook, SE (2003). On Democratization and Peacebuilding. Global Governance, 9, 233-246.</i> | 5% |
| 5 | Students are able to explain the Culture of Peace and the actualization of Pancasila Values | able to identify a culture of peace and its actualization | Criteria: Good, Average, Bad Form of Assessment : Participatory Activities | Problem Based Learning 2 X 50 | | Material: Peace and peacebuilding Reference: <i>Call, CT, & Cook, SE (2003). On Democratization and Peacebuilding. Global Governance, 9, 233-246.</i> Material: Peace Introction Bibliography: <i>Galtung, J. (2007). Introduction: peace by peaceful conflict transformation – the TRANSCEND approach. In C. Webel & J. Galtung (eds). Handbook of Peace and Conflict Studies (pp. 14-32). Routledge</i> | 5% |
| 6 | Understanding the pattern of Religious Conflict in local communities in Indonesia | understand the Religious Conflict of local communities in Indonesia | Criteria: Pass and Remedy Form of Assessment : Participatory Activities | Problem Based Learning 2 X 50 | | Material: Conflict in Indonesia Reference: <i>Kaisupy, DA, & Maing, SG (2021). Papua Conflict Negotiation Process: Jakarta-Papua Dialogue. Journal of Social Sciences and Humanities, 10(1), 82–98.</i> | 5% |
| 7 | Understanding conflict resolution and change Conflict Situations and Behavior | Able to explain and evaluate conflict resolution and change Conflict Situations and Behavior | Criteria: Pass and Remedy Form of Assessment : Participatory Activities | Jigsaw Method 2 X 50 | | Material: Conflict Management References: <i>Greig, JM, Owsiak, AP, & Diehl, PF (2019). International Conflict Managementet. Polity Press</i> | 5% |
| 8 | UTS | UTS | Criteria: UTS Form of Assessment : Test | UTS 2 X 50 | | | 5% |
| 9 | | | Form of Assessment : Participatory Activities | PBL 2x50 | | Material: Conflict Resolution Bibliography: <i>Hoo Won-Jeong, Understanding Conflict and Conflict Analysis, Sage Publications, 2008</i> | 5% |

| | | | | | | | |
|----|--|---|--|-----------------------|--|--|-----|
| 10 | | Know aspects of gender and peace | Form of Assessment : Project Results Assessment / Product Assessment | PBL 2x50 | | Material: Conflict Resolution Bibliography: <i>Chester A. Crocker, Fen Osler Hampson, and Pamela Aall, eds., Turbulent Peace. The Challenges of Managing International Conflict (Washington, DC: USIP, 2001). 3. Hugh Miall, Oliver Ramsbotham and Tom Woodhouse, 2000, Contemporary Conflict Resolution (UK : Polity Press)</i> | 10% |
| 11 | Students are able to explain the history and development of the peace movement | | Form of Assessment : Project Results Assessment / Product Assessment | Jigsaw Method 2x50 | | Material: World Peacemovement References: <i>Galtung, J. (2007). Introduction: peace by peaceful conflict transformation – the TRANSCEND approach. In C. Weibel & J. Galtung (eds). Handbook of Peace and Conflict Studies (pp. 14-32). Routledge</i> | 10% |
| 12 | | able to find local wisdom values for the realization of peace | Form of Assessment : Project Results Assessment / Product Assessment | PBL 2x50 | | Material: Managing Conflict Literature: <i>Simon Fisher, at all, Managing Conflict: Skills and Strategies for Action, the British Council, Jakarta, 2001</i> | 10% |
| 13 | | explain religious conflict in Indonesia | Form of Assessment : Project Results Assessment / Product Assessment | PBL 2x50 | | Material: Peacemaking in Indonesia Reference: <i>Roger Fischer, William Ury & Bruce Patton, Getting to Yes, Indonesian Obor Foundation, Jakarta, 2000.</i> | 5% |
| 14 | | | Form of Assessment : Project Results Assessment / Product Assessment | PBL 2x50 | | Material: Peacemaking and Communication References: <i>Nugroho, L. (2021). The Role of Communication in Conflict Management. ALIDZA'AH: Journal of Da'wah and Communication, 3(2), 1–11</i> | 5% |
| 15 | Students are able to design peace projects | | Criteria: creative, innovative and impactful | Project Based 2x50 | | Material: Peace and Conflict References: <i>Folarin, SF (2015). Types and Causes of Conflict (Readings in Peace and Conflict Studies). Covenant University. https://core.ac.uk/.../691.pdf</i> | 10% |
| 16 | | | Form of Assessment : Test | | | | 5% |

Evaluation Percentage Recap: Project Based Learning

| No | Evaluation | Percentage |
|----|---|------------|
| 1. | Participatory Activities | 30% |
| 2. | Project Results Assessment / Product Assessment | 40% |
| 3. | Test | 10% |
| | | 80% |

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.