



# **OVERVIEW LABS AND EQUIPMENT**

**UNDERGRADUATE  
PROGRAM IN SOCIOLOGY**

**FACULTY OF SOCIAL AND POLITICAL SCIENCES  
UNIVERSITAS NEGERI SURABAYA**

**VALIDITY SHEET**  
**STRATEGIC PLAN AND OPERATIONAL PLAN**

Undergraduate Program Sociology (UPS)  
Faculty of Social and Political Sciences- Universitas Negeri Surabaya (Unesa)

**Head of the Undergraduate Program in  
Sociology Surabaya State University**

Surabaya, March 2025



**Dr. Agus Machfud Fauzi, M.Si**

Acknowledge and Agree  
**Dean Faculty Social Science and  
Political Surabaya State University**



**Prof. Dr. Wiwik Sri Utami, M.P.**  
**NIP. 19670805199302200**

This document arranged with full commitment for to advance the undergraduate Program in  
Sociology at Surabaya State University in order to reach objective quality and empowering  
education competition

**Infrastructure and facilities in Departement of Sociology**

<b>No</b>	<b>Infrastructure and facilities</b>	<b>Quantity</b>	<b>Area (m<sup>2</sup>)</b>	<b>Condition</b>
1	Classroom	4	20 m <sup>2</sup>	Well Maintained
2	Reading room	1	20 m <sup>2</sup>	Well Maintained
3	Lecturer's Room	1	60 m <sup>2</sup>	Well Maintained
4	Study Program Leadership Room	1	20 m <sup>2</sup>	Well Maintained
5	Chairs	320	-	Well Maintained
6	Tables	30	-	Well Maintained
7	Wardrobe	16	-	Well Maintained
8	LCD/Proyektor	5	-	Well Maintained
9	AC	12	-	Well Maintained
10	Whiteboard	9	-	Well Maintained
11	Electric socket	20	-	Well Maintained
12	Smart TV	1	-	Rusak
13	Dispenser	1	-	Rusak

# APPENDIX

### Schedule of Sociology Laboratory Utilization

Day	Time	Activity	Person in Charge	Participants
Monday	09.00 – 11.00	Research Discussion Session	Sociology Laboratory Coordinator	2nd Semester Students
	14.00 –16.00	Qualitative Research Methods Course	Discussion of Qualitative Research Methods	3th Semester Students
Tuesday	10.00 – 12.00	Social Problems Course	Lecturer of Social Problems	3th Semester Students
	14.00 – 16.00	Sociology of Rural Areas Course	Discussion of Sociology of Rural Areas	3th Semester Students
Wednesday	10.00 – 12.00	Qualitative Research Methods Course	Lecturer of Qualitative Research Methods	3th Semester Students
	13.00 – 15.00	YouTube Content Development and Media Production Workshop	Sociology Laboratory Media and Communication Team	Youtube Team
Thursday	08.00 – 10.00	Collaborative Research Design Meeting	Research Interest Group (RIG) – Sociology Students	6 <sup>th</sup> Semester Students
	13.00 – 15.00	Social Problems Course	Lecturer of Social Problems	3 th Semester Students
Friday	10.00 – 12.00	Sociology of Rural Areas Course	Discussion of Sociology of Gender	3th Semester Students
	13.30 – 15.30	Community-Based Research Presentation	Student Research Group	6th Semester Students

# STANDARD OPERATING PROCEDURE (SOP)

**Sociology Laboratory – Reading and Discussion Room**

Faculty of Social and Political Sciences

Universitas Negeri Surabaya

**STANDARD OPERATING PROCEDURE (SOP)**  
**Sociology Laboratory – Reading and Discussion Room**  
Faculty of Social and Political Sciences  
Universitas Negeri Surabaya

**Introduction**

The Sociology Laboratory serves as a central academic infrastructure designed to support educational, research, and community engagement activities within the Department of Sociology, UNESA. It functions not only as a space for practical learning but also as an intellectual hub that encourages interdisciplinary dialogue, collaborative research, and innovation in sociological inquiry. This document outlines the updated standards for managing the laboratory in line with international quality assurance frameworks, particularly those recommended by ACQUIN (Accreditation, Certification and Quality Assurance Institute), and aims to ensure operational consistency, safety, and academic excellence.

**Objectives**

The primary objectives of the laboratory management standard are:

- To establish an effective governance system for the Sociology Laboratory aligned with the academic vision and mission of the department.
- To support the implementation of structured practicum-based learning, student research, and fieldwork.
- To ensure safety, ethical research practices, and systematic use of resources and infrastructure.
- To foster student-centered innovation, research skills, and social entrepreneurship competencies.

**Scope of Implementation**

These management standards apply to all types of activities carried out within the Sociology Laboratory, including but not limited to:

- Course-based practicum (e.g., Social Entrepreneurship, Rural Sociology)
- Quantitative and qualitative data analysis using lab tools (SPSS, NVivo, etc.)
- Visual documentation and oral history collection
- Scientific and policy-based writing workshops
- International undergraduate conference preparations
- Internal knowledge curation and archiving

All lecturers, research assistants, students, and laboratory staff involved in these activities must adhere to the established protocols and safety guidelines.

**Governance and Responsibilities**

The governance of the laboratory is structured as follows:

- **Head of Laboratory:** Responsible for general policy, strategic planning, and coordination with the department and university.
- **Laboratory Coordinator(s):** Oversees the implementation of daily operational tasks, usage schedules, and technical assistance.

- **Laboratory Technical Staff:** Maintains and manages the physical and digital equipment, ensuring readiness for all academic uses.
- **Teaching Faculty & Practicum Instructors:** Design and supervise the use of laboratory resources in alignment with course objectives.
- **Students & Assistants:** Follow technical instructions, safety protocols, and contribute to knowledge production during practicum or research.

### **Facilities and Equipment Management**

The Sociology Laboratory is equipped with several advanced tools to support teaching and research:

- Lenovo Desktop PCs for data processing
- Smart TV for presentation-based discussions
- Mobile Infocus Epson Projector for in-class and outdoor learning
- GoPro Hero 8 for documentation of field and visual sociology
- Archival corner for oral history transcription, student theses, and policy briefs

Each equipment item is accompanied by detailed **Standard Operating Procedures (SOPs)** and **Work Instructions**, including usage, troubleshooting, maintenance, and safety requirements.

### **Safety and Ethical Research Environment**

Safety standards in the laboratory include:

- Proper labeling and storage of equipment
- Scheduled maintenance and inspection of electrical tools
- Emergency contact and reporting system
- Ethical guidelines for conducting interviews, archiving images or videos, and using datasets

All users must sign a **User Agreement Form** and participate in a short safety briefing prior to using specialized tools.

### **Laboratory Activity Scheduling**

The use of laboratory spaces and equipment is organized based on the academic calendar.

A **Weekly Schedule Matrix** is published each semester and includes allocated days for:

- Research Methods courses
- Statistical Analysis workshops
- Practicum in Social Entrepreneurship
- Community documentation and visual media sessions

Reservation for other uses must be submitted through the **Online Booking System** or **Manual Log Form**, accompanied by a clear activity plan and endorsement from the faculty-in-charge.

### **Documentation and Evaluation**

To maintain quality and accountability:

- All laboratory activities must be documented using attendance forms, evaluation sheets, and final reports.
- Output from each program (e.g., policy brief, video documentation, mini research reports) will be stored in the internal database.



- An **Annual Performance Report** is produced at the end of each academic year and evaluated based on indicators: student competency enhancement, research productivity, and contribution to graduate profile.

### Linkage to Graduate Profiles

Each laboratory activity is directly aligned with the competency framework of sociology graduates, supporting their career pathways such as:

- **NGOs and Civil Society:** Community facilitation, policy advocacy, and field research
- **Education:** Academic development and research-based teaching
- **Civil Service:** Analytical writing and policy review
- **Social Enterprise:** Innovation, documentation, and entrepreneurship grounded in local wisdom




By embedding laboratory standards into curriculum-based and extra-curricular learning, students are better prepared for interdisciplinary careers in the 21st-century sociological landscape.

### Continuous Improvement and Accreditation Readiness

To meet international accreditation standards (e.g., ACQUIN, BAN-PT, QS Stars), the lab management applies the principle of **continuous improvement**, including:

- Semester-based internal reviews of SOPs and lab programs
- Feedback mechanisms from students, staff, and faculty
- Periodic audits of infrastructure and resource utilization
- Updating documentation in line with evolving academic demands

All management practices and performance records will be archived digitally and integrated into the department's internal quality assurance system.

Prepared	Approved	Certified
 <p><u>Khalid Syaifullah, M.Si</u> Deputi Head of Laboratory of Sociology</p>	 <p><u>Dr. Agus Machfud Fauzi, M.Si</u> Head of Sociology Program</p>	 <p>Dekan FISIPOL UNESA, <u>Prof. Dr. Wiwik Sri Utami, M.P.</u></p>

# **Comprehensive Narrative Report**

## **SOCIO-LAB Discussion Series 2025**

Faculty of Social and Political Sciences  
Universitas Negeri Surabaya

### **Introduction**

The SOCIO-LAB Discussion Series is an academic initiative developed under the auspices of the Sociology Laboratory at Universitas Negeri Surabaya (UNESA). It aims to position the laboratory not only as a reference and archive space but also as a dynamic arena for intellectual exchange, academic creativity, and student empowerment. In 2025, the lab successfully organized five public discussion sessions, each involving critical societal issues ranging from urban poverty, money politics in student organizations, to policy implementation in village governance.

This report provides an in-depth narrative of the discussions, highlighting their academic relevance, contribution to graduate outcomes, and alignment with the Department's mission of developing engaged, employable, and socially conscious graduates.

### **Objectives**

The SOCIO-LAB Discussion Series was designed with the following objectives:

1. To stimulate student participation in contemporary sociological debates;
2. To develop a culture of academic discourse beyond classroom walls;
3. To introduce real-world complexities into academic settings;
4. To support graduate profiles by cultivating analytical, communication, and facilitation skills.

### **Description of Activities**

Throughout the academic year 2025, five public discussion events were held. Each was designed to be participatory, speaker-centered yet student-engaged, and oriented towards bridging theory with sociopolitical reality. Below are the detailed descriptions of three discussions (two other sessions were internal and are documented separately).

## ***Discussion #1 – “The Transformation of Private Higher Education Institution in Post-Reformation Indonesia 1998–2018”***

Speaker: Moh. Mudzakkir, PhD.

Date & Time: Monday, February 24, 2025 | 13:00 WIB

Venue: Sociology Department Meeting Room



### **Description:**

The first session of the SOCIO-LAB Discussion Series launched with a compelling theme on the transformation of private higher education in Indonesia over the two decades following the 1998 Reformation. The invited speaker, Dr. Moh. Mudzakkir, is a prominent lecturer from the Sociology Department with deep research engagement in educational sociology and public policy.

This session critically examined the rapid expansion and structural transformation of private universities in Indonesia, focusing on how neoliberal governance, marketization of

education, and state deregulation policies have reshaped the higher education landscape. The discussion delved into systemic disparities in educational access, the commodification of academic degrees, and the political economy of knowledge production in Indonesia's post-reform era. The event was designed to provide students with a deeper understanding of the socio-political changes in the Indonesian education sector. It also aimed to contextualize these changes within global trends of privatization and the global knowledge economy, encouraging participants to consider the broader implications for social inequality and democratic access to education. The forum was conducted in an interactive format, allowing students and faculty to pose critical questions and reflect on the long-term consequences of such transformations on youth, class mobility, and the role of the university in society.

## ***Discussion #2 – “Students and the Normalization of Money Politics”***

Speaker: Mi'rojul Huda, S.IP., M.IP.

Date & Time: Thursday, March 20, 2025 | 13:30 WIB

Venue: Sociology Department Meeting Room



### **Description:**

This session critically explored how money politics, long associated with national electoral practices, has permeated university-level student organizations. The speaker analyzed the normalization of transactional behavior among student legislative bodies and its potential to reproduce systemic political dysfunction. Students were invited to reflect on their own electoral experiences, discuss ethical implications, and propose alternative democratic mechanisms for campus politics.

## ***Discussion #3 – “Village Apparatus and Intergovernmental Collaboration”***

Speaker: Muhammad Farid Ma'ruf, S.Sos., M.AP.

Date & Time: Thursday, April 24, 2025 | 13:00 WIB

Venue: Sociology Laboratory Reading Room

UNESA  
LABORATORIUM SOSIOLOGI  
FAKULTAS ILMU SOSIAL DAN ILMU POLITIK  
UNIVERSITAS NEGERI SURABAYA

#3  
DISCUSSION SERIES

**SOCIO-LAB**

Peningkatan Kapasitas Aparatur  
Desa dalam Perspektif  
Intergovernmental Collaboration

KAMIS, 24 APRIL 2025

PUKUL 13.00 WIB

RUANG BACA / LAB SOSIOLOGI

MUHAMMAD FARID MA'RUF, S.SOS., M.AP.  
Pemateri

### **Description:**

Addressing the challenges of rural governance, this discussion focused on the urgent need to strengthen the capacity of village-level apparatus. The speaker highlighted how bureaucratic fragmentation and overlapping regulations often hinder effective intergovernmental collaboration. Students were exposed to policy evaluation tools and governance models used in regional development planning.



## ***Discussion #4 – “How Do the Urban Poor Survive?”***

Speaker: Dr. Dewien Nabelah Agustin

Date & Time: Monday, June 23, 2025 | 13:30 WIB

Venue: Sociology Reference Room



### **Description:**

Through empirical insights, the speaker examined survival strategies employed by the urban poor in Surabaya. Topics included informal work, social networks, precarity, and everyday resistance. This discussion provided students with practical frameworks for understanding poverty not only as a condition but as a relational and structural process.

## ***Discussion #5 – “Rewriting National History: Repeating the Old Mistakes?”***

Speaker: Mohammad Refi Omar Ar Razy S.Pd., M.Hum.

Date & Time: Monday, July 21, 2025 | 14:00 WIB

Venue: Sociology Reference Room



### **Description:**

The fifth session of the SOCIO-LAB Discussion Series 2025 explored the critical and reflexive question of historiography: How do we write national history without reproducing the same ideological biases and epistemological errors of the past?

In this intellectually rich discussion, Mr. Mohammad Refi Omar Ar Razy guided participants through an examination of how historical narratives are constructed, institutionalized, and circulated through education systems, state archives, and public discourse.

Drawing upon sociological perspectives of memory, knowledge, and power, the session emphasized that history is not merely a linear collection of facts but a contested social field. The speaker reflected on how post-colonial Indonesia has inherited both the structural and ideological legacies of colonial historiography, which continue to influence narratives about national identity, “heroes,” and “others.”

Participants were encouraged to question how the process of rewriting history should not simply “add new voices” but fundamentally reconstruct the epistemic foundation of what



counts as historical truth. The dialogue bridged sociology and historiography, inviting students to see history writing as an active process of power negotiation and social meaning-making.

### **Output of Activities**

The following tangible and intangible outputs were produced from these discussions:

**Posters & Documentation:** Each event was visually documented with a custom poster and post-event photo documentation.

**Knowledge Materials:** Moderator notes, speaker reflections, and student response essays were archived for internal use and future reference.

**Student Participation:** Over 50 students from various semesters joined the sessions. This number indicates a strong interest and relevance of the selected themes.

**Cross-disciplinary Dialogue:** Although initiated by the Sociology Laboratory, some events attracted students from Anthropology, Political Science, and Education Departments.

### **Outcomes and Relevance to Graduate Profiles**

Each activity contributed directly to strengthening the Graduate Learning Outcomes (PLOs) and career readiness of sociology students:

1. Graduate Profile      Skills Developed Through SOCIO-LAB
2. NGO/Community Sector      Public speaking, stakeholder mapping, participatory communication
3. Education Pathway      Instructional skills, issue framing, classroom simulations
4. Civil Service      Policy critique, legal-institutional analysis, regulatory insight
5. Social Entrepreneurship      Societal problem identification, needs assessment, social innovation

These outcomes are in line with UNESA's emphasis on "applied social science competencies" and contribute to broader SDG goals such as inclusive institutions (SDG 16) and quality education (SDG 4).

### **Sustainability and Continuous Evaluation**

The discussion series employed a continuous evaluation mechanism through Google Form-based feedback. From these evaluations, the following insights emerged:

**Relevance:** 92% of participants agreed that the themes addressed real and pressing social issues;

**Speaker Clarity:** 95% rated the speakers' ability to convey their ideas clearly and engagingly;

**Suggestions for Improvement:**

1. Increase the frequency to at least once every month;
2. Introduce more student-led sessions;
3. Archive video recordings for future use.

**Future Directions**

In 2026, SOCIO-LAB plans to:

1. Launch a Student Policy Brief Series;
2. Create a Discussion Archive Repository accessible via campus intranet;
3. Expand topics to include environmental justice, digital inequality, and sociology of care.

**Conclusion**

The SOCIO-LAB Discussion Series 2025 demonstrates the vital role of laboratory-based academic environments in shaping student sociological sensibilities, promoting civic engagement, and bridging academic theory with societal practice. It also affirms the laboratory's function as a living academic space where students do not merely consume knowledge but co-create it.

# **Sociology Laboratory Activities**

## **Sociology Laboratory Activities: Descriptions, Outputs, and Outcomes**

To support the learning outcomes of the Sociology undergraduate program at Universitas Negeri Surabaya (UNESA), the Sociology Laboratory offers a series of structured activities that are tightly aligned with the graduate profiles. These activities are designed to integrate academic theory with hands-on practice, equipping students with the knowledge and skills required in various professional trajectories including NGOs, education, public policy, research, and social entrepreneurship.

### **Research Activities: Archival and Field-Based**

#### **Description:**

Students undertake research based on both archival sources (e.g., institutional documents, community records, newspaper archives) and empirical fieldwork. Emphasis is placed on employing diverse methodological tools, including qualitative interviews, ethnographic observations, and survey analysis, to examine social problems within communities.

#### **Outputs:**

- Research reports and visual ethnography
- Analytical maps and case documentation
- Presentations in academic conferences

#### **Outcomes:**

These research activities train students to become *community facilitators*, *junior researchers*, or *public sector analysts*. They are also foundational for students who aim to pursue advanced academic careers.

## **2. Workshops: Policy Brief Writing, Scientific Writing, and Systematic Literature Review (SLR)**

#### **Description:**

The laboratory offers a modular workshop series focused on:

1. **Policy Brief Writing**, enabling students to transform complex research into accessible policy recommendations;
2. **Scientific Writing**, which hones academic communication skills; and
3. **Systematic Literature Review (SLR)**, providing structured training in synthesizing academic knowledge using evidence-based review protocols.

#### **Outputs:**

- Policy briefs and advocacy documents

- Drafts of academic papers or theses
- Annotated bibliographies and review matrices

**Outcomes:**

These workshops strengthen student readiness for roles such as *policy advocate*, *teacher-researcher*, or *evidence-based practitioner* in development programs or research institutions.

### **3. Practicum Sessions: Social Entrepreneurship and Rural Sociology**

**Description:**

Two practice-based modules are central to laboratory-based learning. In the *Social Entrepreneurship Practicum*, students design socially-oriented micro-enterprises that address local issues using innovative business models. In the *Rural Sociology Practicum*, students engage with agrarian communities to explore socio-economic transformations and cultural resilience.

**Outputs:**

- Business models and impact proposals
- Rural ethnographic casebooks
- Participatory research outputs

**Outcomes:**

These practicums develop competencies for careers as *social entrepreneurs*, *rural consultants*, or *program managers* in community-based organizations.

### **4. Social Documentation & Archiving: Oral History and Visual Ethnography**

**Description:**

Students are trained in participatory documentation methods. They conduct oral history interviews and visual recordings to document the lives and traditions of communities surrounding the campus. These efforts contribute to the preservation of cultural memory and serve as data for sociological reflection.

**Outputs:**

- Digital archives (videos, transcripts, image essays)
- Public exhibitions or storytelling sessions
- Data repositories for research and teaching

**Outcomes:**

This activity fosters student ability to work in fields such as *social documentation, community engagement, visual sociology, or public communication*.

## **5. Knowledge Management and Research Mapping**

**Description:**

This internal program involves curating, analyzing, and synthesizing previous student theses, faculty research, and laboratory-based projects. The aim is to map thematic trends and knowledge gaps, guiding future research directions and collaboration strategies within the department.

**Outputs:**

- Internal research mapping documents
- Knowledge synthesis reports and visualization charts
- Roadmap for future sociology lab research agendas

**Outcomes:**

It enhances students' skills in *meta-analysis, academic coordination, and research management*, preparing them for roles as *research associates, academic consultants, or lab coordinators* in universities and think tanks.

## **6. Internal Laboratory Development Workshops**

**Description:**

This series of reflective workshops focuses on improving the laboratory's internal ecosystem. Topics include updating Standard Operating Procedures (SOPs), evaluating infrastructure and equipment, recruitment of student volunteers, and identifying programmatic needs. Stakeholders from both faculty and student bodies are actively involved.

**Outputs:**

- Revised SOPs and operational handbooks
- Updated lab inventory reports
- Annual lab development plans and stakeholder feedback

**Outcomes:**

This strengthens students' experience in *organizational leadership, program administration, and lab governance*, supporting career trajectories as *managers, policy coordinators, or institutional developers* in both the education and nonprofit sectors.

Through these activities, the Sociology Laboratory serves not only as a physical space but also as a dynamic knowledge ecosystem that cultivates critical inquiry, innovation, and social commitment among students. Each activity is strategically aligned to the graduate attributes of the sociology program and is intended to foster reflective, engaged, and professionally ready graduates.

**Table 1. Activity, Output & Outcome**

Activity	Output	Graduate Profile Outcome
Research Activities (Field/Archive)	Research reports, visual ethnography, case documentation	Community Facilitator / Junior Researcher / Public Analyst
Workshops (Policy Brief, Scientific Writing, SLR)	Policy briefs, scientific articles, annotated literature reviews	Policy Advocate / Teacher-Researcher / Development Practitioner
Practicum (Social Entrepreneurship, Rural Sociology)	Business proposals, rural case studies, participatory research	Social Entrepreneur / Rural Consultant / Program Manager
Documentation (Oral History, Visual Ethnography)	Digital archives, image essays, documentation videos	Social Documenter / Visual Sociologist / Public Communicator
Knowledge Management	Research mapping documents, lab research roadmap	Research Associate / Lab Coordinator / Academic Consultant
Lab Development Workshops	Updated SOPs, inventory audits, lab program plans	Lab Manager / Policy Coordinator / Organizational Developer

## DOCUMENTATION OF THE FACILITY IN LABORATORY OF SOCIOLOGY













