



CURRICULUM SUMMARY BOOK

**UNDERGRADUATE
PROGRAM IN SOCIOLOGY**

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

**SUMMARY OF CURRICULUM
UNDERGRADUATE PROGRAM OF SOCIOLOGY**

**FACULTY OF SOCIAL AND POLITICAL SCIENCES
SURABAYA STATE UNIVERSITY
2024**

UNDERGRADUATE PROGRAM OF SOCIOLOGY

- 1 University : Universitas Negeri Surabaya
- 2 Managing Unit
 - a. Faculty : Faculty of Social Science and Politic
 - b. Department : Sociology
 - c. Study Program : Sociology
- 3 Permit Issuance Number :
- 4 a. Accreditation Status : Accredited "A" BAN-PT (Indonesian National Accreditation Agency for Higher Education)
 - b. Decree Number :
 - c. Expiry Date : March 30, 2027
- 5 Degree Awarded : Sarjana Sosiologi (S.Sos.) / Bachelor of Social Science
- 6 Number of Student : 814
- 7 Number of Lectures : 19
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1. Rationale

Explain the background of the study program and how the curriculum was developed.

The Sociology study program was born and developed as a *wider mandate policy* based on the Decree of the President of the Republic of Indonesia Number 93 dated August 4, 1999 concerning the change of name and expansion of mandate, then IKIP Surabaya - officially changed to Surabaya State University (UNESA). In article 2 of the decree it is stated that in the expansion of the mandate UNESA is given the authority to organize Educational Programs and Non-Educational Programs. The change into a scientific institution, UNESA has a *dual mission* and in order to respond to the situation, the Faculty of Social Sciences proposed a number of pure study programs namely the Sociology S1 study program, the Management S1 study program, the Accounting D3 study program and the Public Administration D3 study program. Based on the Decree of the Dean of the Faculty of Social Sciences No. 1489/J.37.4/HK.01.36/KM.02.01/2002 concerning the transfer of the Sociology Study Program to the Department of History Education, FIS UNESA, since August 6, 2002 the Department of History Education has had 2 (two) study programs, namely the History Education study program and the non-Education Sociology study program.

Based on the change in status, the university's Strategic Plan (Renstra) for 2002-2007 underwent changes. The Renstra then changed from 2003-2010 to *the Higher Education Long Term Strategies* (RELT) and was then revised again to become the Renstra 2005-2015. In principle, the changes made were aimed at improving the quality of both input, process, output and outcome, so that they were in accordance with the demands of the community (*stakeholders*). UNESA no longer only produces educators (teachers) but also produces pure graduates who must be able to compete with other pure graduates from existing universities. Improvements are needed in all areas, including the vision and mission of the History Education study program.

Meanwhile, in 2006, the Faculty of Social Sciences established a new faculty, the Faculty of Economics. This faculty is a development of the Department of Economic Education at FIS-UNESA. This development was made possible by its alignment with Unesa's *strategic plan* and *master plan* for the development of study programs, departments, and faculties that demonstrate Unesa's educational, academic, and institutional excellence.

Until the end of 2015, the Sociology study program was administratively under the Department of History Education, Faculty of Social Sciences, Unesa. The Department of History Education is one of the oldest departments in the Faculty of Social Sciences. This department was established on October 1, 1964. Meanwhile, the Faculty of Social Sciences is one of 8 (eight) faculties under the State University of Surabaya. In addition to this faculty, other faculties are: (1) Faculty of Engineering, (2) Faculty of Mathematics and Natural Sciences, (3) Faculty of Education, (5) Faculty of Language and Literature, (6) Faculty of Sports Science, and (8) Faculty of Economics. Within the Faculty of Social Sciences, there are 3 (three) departments, namely:

1. Department of History Education with study programs:
 - a. Bachelor of History Education
 - b. Bachelor of Sociology
2. Department of Geography Education with a Bachelor of Geography Education study program
3. Department of Civic Education with study programs:
 - a. Bachelor of Civic Education (PKn)
 - b. Bachelor of Public Administration
 - c. D3 Public Administration

d. Bachelor of Law

On November 10, 2015, the rectorate changed the name from FIS (Faculty of Social Sciences) to FISH (Faculty of Social Sciences and Law) of Surabaya State University. This name change was based on institutional arrangement based on scientific philosophy. In the development carried out by the FISH-Unesa governance development team, the organizational structure was also changed. The results of this development were approved by the FISH-Unesa Senate on December 10, 2015 and approved by the Unesa Rector. The approval was stated in the Rector's Decree Number 178/UN38/HK/KL/2016 concerning the Arrangement and Determination of Departments and Study Programs within the Surabaya State University Environment dated February 3, 2016 (*Attachment 6*). The structure also changed. The number of departments became 6 (six), namely:

1. Department of History Education with a Bachelor of History Education study program;
2. Department of Geography Education with study programs:
 - a. S1 Geography Education;
 - b. S1 Social Sciences Education (Social Sciences).
3. Department of Civic Education with a Bachelor of Science study program in Civic Education (PKn);
4. Department of State/Public Administration with study programs:
 - a. D3 Public Administration;
 - b. Bachelor of Public Administration;
5. Department of Social Sciences with study programs:
 - a. S1 Sociology;
 - b. Bachelor of Communication Science;
6. Department of Law with a Bachelor of Law study program

Thus, the establishment of the Sociology study program and its subsequent reorganization into a single department, the Social Sciences Department, along with the Communication Studies Program, represents an implementation of the tradition of educational excellence, as well as a manifestation of hard work and academic and human resource excellence.

With such a historical background, since the expansion of Unesa's mandate, it has been serious about developing science, in addition to education. The Sociology study program is one proof of this seriousness. This seriousness is demonstrated in Unesa's 2005-2015 Strategic Plan. In this strategic plan, Unesa developed four traditions, namely (1) educational excellence, (2) excellence in hard work, (3) academic and human resource excellence, and (4) excellence in social and civil society. Within the tradition of excellence, it includes (a) excellence in the management and implementation of education independently, transparently, and accountably, (b) excellence in research and implementation of its development, (c) excellence in educational and non-educational development in the fields of science, technology, sports, and the arts (ipteks), (d) excellence in the field of primary and secondary education development, and (e) excellence as an agent of reform in education. In short, Unesa's vision for 2005-2015 is *Excellence in Science and Excellence in Education*.

Based on the Unesa Restra 2016-2020 document, the vision is more emphasized to make Unesa a higher education institution that is high quality (*academic quality*), authoritative (*reputation*) and dignified (*academic morality*). With this vision, all university activities are carried out with the following missions: (1) Increasing the quantity and quality of human resources, access, equality, quality and relevance of education, (2) Developing institutions that are recognized nationally and internationally,

(3) Developing quality infrastructure and oriented towards eco and cyber campus, (4) Implementing the tridharma of higher education that is high quality and beneficial for community development, and (5) Increasing Unesa's competitiveness in the fields of education and non-education (Unesa, 2016: 29).

This vision and mission are then implemented not only in the work program, but also in the work units below, including the Faculty of Social Sciences and Law (FISH). Therefore, the vision of FISH is to become a Faculty of Social Sciences and Law towards a superior, dignified and globally competitive faculty. With this vision, the mission of FISH is (1) Organizing innovative and research-based learning to produce superior graduates and to shorten the waiting period for graduates in the job market; (2) Improving research capabilities and rankings, scientific publications and obtaining intellectual property rights through the implementation of multi- and cross-disciplinary research with the support of internal and external resources of the faculty, for scientific development, and contributing to solving regional, national and global problems; (3) Building strengthening governance, accountability and public image based on the principles of *Veritas* (Truth), *Probitas* (Honesty) and *Justitia* (Justice) to realize *Good Faculty Governance*; (4) Building a strong collaborative network with stakeholders and related parties to improve the quality and image of the faculty; (5) Cultivate students' reasoning and organizational spirit to improve managerial skills in various fields.

In 2020, When there was policy new Independent Learning Curriculum (MBKM) towards to The direction of digital transformation in higher education refers to fundamental changes in the way higher education institutions operate, teach, and interact with students, staff, and external partners through the implementation of digital technology. This transformation aims to increase efficiency, quality, And accessibility education tall as well as respond challenges and opportunities that arise in the digital era. Some of the main components of digital transformation in higher education, including: 1) Online Education: Higher Education tall develop course And program education on line Which allows student For Study in a way flexible from distance Far. This including course based video, content e-learning, And platform learning online Which interactive, 2) Use Technology Education: College tall use technology education like Learning Management Systems (LMS), mobile applications, and educational software For facilitate teaching, evaluation, And collaboration student as well as staff teacher; 3) Education Analytics: Collecting and analyzing education data to provide outlook about behavior And success student. Matter This can help collegehigh in improving the learning experience and identify student Which require additional assistance, 4) Administration and Management: Using the system integrated college administration, such as financial management, management human resources, and student information systems, to optimize operations institutions; 5) Digital Student Services: Providing digital services, such as registration,payment on line, counseling academic online, And support student through platformbased web; 6) Study And Innovation: Support study And development basedtechnology, as well as facilitate collaboration between faculty, student, And industry; 7) Cyber Security: Protecting sensitive college data and information from threats cyber, including cyber attacks, data theft, and information leaks; 8) Collaboration International: Use technology For allows Work The same internationalin terms of teaching, research, and student exchange; 9) Community Involvement: Using social media and digital communication platforms to interact with college community, alumni, and other

stakeholders. Transformation digital in college tall can give Lots benefit, including improvement administrative efficiency, increased accessibility of education, and enhanced experience Study student. However, This Also involving change culture, improvement infrastructure technology, And training staff For adopt technology new. Besides That, need ensure that data accessibility and security are well maintained, as well as maintaining quality education in this digital transformation.

Inclusivity in college tall referring to on effort Which done by institution education to ensure that the academic environment and learning experiences can accessible and enjoyed by all students, including those with various disabilities type need special or difference. Objective main from inclusivity is For create a fair, open and inclusive environment n friendly towards diversity, so that Every student has the same opportunity to achieve academic success. A number of component important from inclusivity in college tall, among them 1) Giving Access: Universities must provide physical access, access to information, and access to experience Study for all student. This Possible involving adjustment buildingAnd facility, as well as provision material teach in format Which can accessible by all,

2. Faculty Vision and Missions

2.1. Vision

FISIPOL Unesa, as part of Surabaya State University, has a strategic role in producing quality educators and professional people. Thus, FISIPOL Unesa is expected to be able to produce globally competitive graduates who are superior and resilient in the mastery, application, and development of science and technology. The vision, educational mission, goals, program objectives, and values of the Faculty of Social and Political Sciences (FISIPOL) Unesa lead to strengthening the identity and character of superior human resources that make them candidates for national leaders, educators, and leaders of leading institutions in the future. The vision, mission, goals, program objectives, and values of FISIPOL Unesa strive to make a leading faculty and certainly advance into the future with leading universities in Asia and the world to make Indonesian society advanced. The vision of FISIPOL Unesa 2023-2027 is stated as follows "Become a faculty that is resilient, adaptive, and innovative in organizing education to produce graduates with a humanist socio-edupreneur spirit who can compete at the global level in 2045".

2.2. Mission

Based on the vision, the faculty is committed to carrying out the following missions:

1. Organizing education in the social humanities field that has a tough, adaptive, and innovative character based on entrepreneurship that can compete at the global level
2. Carrying out research and improving the quality of innovation in the social humanities field based on entrepreneurship that can compete at the global level;
3. Carrying out community service and disseminating innovation in the social humanities field based on entrepreneurship for the welfare of society and being able to compete on a global level;
4. Organizing higher education tri-dharma activities in a synergistic, integrated,

harmonious, and sustainable manner by taking into account the advantages of FISIPOL and the advantages of UNESA;

5. Organizing effective, efficient, transparent, and accountable governance and administration that guarantees the quality of FISIPOL capacity on an ongoing basis;

6. Organizing productive national and international cooperation in creating, developing, and disseminating innovations in the field of social humanities based on entrepreneurship at a global level.

Bachelor of Communication Science Vision and Mission

2.3. Vision

The Sociology Study Program has competitive and comparative advantages in the field of education and community development. inclusive , as well as entrepreneurship social at the international level

2.4. Mission

The mission Bachelor of Communication is as follows;

1. Organizing the system education that provides skills in students For understand problematic public local with global perspective in development education and society inclusive as well as entrepreneurship social .
2. Organize system learning that provides ability analytical with apply logic methodology study precise and accurate sociology , as well as present it based on approach and ethics science (*scientific approach and ethics*) ;
3. Organizing a learning system that provides students with the ability to analyze needs (*need assessment*), design, implement, evaluate, and provide solutions as well as support for communities experiencing transformation in the digital era;
4. Organizing a learning system that shapes the personality of students who are sensitive and care about community problems, faithful, intelligent, independent, honest, caring and resilient (*the beautiful ideal*);
5. Conducting research and community service with good governance *for* the development and application of sociological science.
6. To establish the Sociology Study Program as a leading field of study in the field of inclusive education and community development, as well as social entrepreneurship . system learning that provides ability student For analysis need (*need assessment*), designing , implementing , evaluating , and providing solution and , mentoring communities experiencing transformation in the digital era;

2.5. Strategy Study Program

Strategy of the Bachelor of Sociology study program is as following :

- a. Organize adaptive education and learning to development knowledge knowledge and technology , insightful nationality , as well as pious to Almighty God One ;
- b. Produce publication work lecturers and students at the level national and international ;
- c. Build connection with partners For do cooperation in frame research and community service to public ;
- d. Develop and expand network Work The same with various institutions Good government both government and non- government
- e. Organize good and clean management of study programs with democratic leadership in accordance standard national education the height that can accountable ;
- f. Initiation and collaboration international in implementation of the tri dharma College.

3. Graduate Profiles and Program Educational Objectives

3.1. Graduate Profiles

Competence main graduates of study programs Bachelor Sociology Faculty Knowledge Social and science Politics at Surabaya State University (Unesa) includes, among others : competence For become practitioners at a time capable designing , assisting and mobilizing public For participate in development social through institutional government , non- government or independent , capable carry out tasks service and handling problem social in society , as well as capable become educator

| NO. | Profiles | Description |
|-------------|--|--|
| GP 1 | Engineer Social (Facilitator Empowerment , Community Empowerment Specialist, People Development Specialist, Social Movement Activist) | Bachelor Social (S.Sos) who are capable designing , assisting and mobilizing public For participate in development social through institutional government , non- government or even independent |
| GP 2 | Welfare Workforce Social (analyst policy , analyst culture, employees government , strategic partnership) | Bachelor Social (S.Sos) who are educated and trained For carry out tasks service and handling problem social in society |
| GP 3 | Educators (High School Teachers, Tutors, Lecturers) | Bachelor Knowledge Social (S.Sos) which has mastery paradigms , concepts base science Sociology , theories , methodology research and skilled do research and transform it to participant educate in various level |

3.2 Program Educational Objectives

1. Professional

Bachelor Sociology that has competence science sociology in problems development education and society inclusive in a way professional , innovative , adaptive , synergistic and humanistic .

2. Academic

Bachelor Sociology that dominates concepts base science , paradigms , theories , methodologies research and skilled do study with rules scientific sociology .

3. Social

Have attitude , integrity in accordance with ethics profession as well as capable designing , assisting and mobilizing public For participate in development social through institutional government , non- government or independent in the era of insightful digital disruption inclusion national and international

5. Linkage between PEO and PLO

Achievements Program Learning (PLO)

Achievements Learning Graduate (CPL) is measures used by institutions education For evaluate to what extent students has reach expected competencies after complete the study program certain . Achievements Learning Graduates (CPL) consist of from four aspect main , namely Knowledge , Competence General , Competence Special , and Ability Intellectual .

Through steps said , the institution education can ensure that student has achieve the expected PLO in accordance with study program standards Sociology

| Knowledge | | |
|------------------|-----------------|---|
| No | PLO Code | Achievements Program Learning (PLO) |
| 1 | K 1 | Mastering the paradigm, concepts philosophical basis , approaches and theories Sociology , following branches his knowledge and methods study Sociology ; |
| 2 | K 2 | Mastering knowledge about education , society schools and communities inclusive |
| 3 | K3 | Mastering knowledge about problems social following causes and changes social , development and empowerment public . |

| Competence General | | |
|---------------------------|-----------------|---|
| No . | PLO Code | Achievements Program Learning (PLO) |
| 3 | GC 1 | Able to apply logical, critical, systematic and innovative thinking according to his/her field of expertise in studying societal problems, changes in technology and science and their impacts in order to produce solutions, ideas, designs or art criticism, compile scientific descriptions of the results of his/her studies in the form of reports, articles or theses, and upload them; |
| 4 | GC 2 | Able to make appropriate decisions in the context of solving problems in his/her field of expertise, based on the results of information and data analysis; |

| Competence Special | | |
|---------------------------|-----------------|--|
| No | PLO Code | Achievements Program Learning (PLO) |
| 5 | SC 1 | Able to identify characteristics individual , family and community problems social and change social , including problems development education and society inclusive within public local with global insight , and analyze it with use concepts , theories and methodologies study Sociology with appropriate ; |
| 6 | SC 2 | Able to identify the potential and capital of the community that supports development well-being and analyzing with use concepts , theories and methodologies study Sociology with appropriate . |
| 7 | SC 3 | Able to present and organize alternatives solution in solve problems social , change social , development , in particular education and society inclusive , as well as empowerment public . |

| Ability Intellectual | | |
|-----------------------------|-----------------|---|
| No | PLO Code | Achievements Program Learning (PLO) |
| 8 | IA 1 | Able to apply logical, critical, systematic and innovative thinking according to his/her field of expertise as well as prevent plagiarism in compile results study field scientific . |

3.4 Connection between PEO and PLO

| PLO | PEO | | |
|-------|-------|-------|-------|
| | PEO 1 | PEO 2 | PEO 3 |
| PLO 1 | V | V | V |
| PLO 2 | V | V | V |
| PLO 3 | V | V | V |
| PLO 4 | V | V | V |
| PLO 5 | V | V | V |
| PLO 6 | V | V | V |
| PLO 7 | V | V | V |
| PLO 8 | V | V | v |

Linkage between PLO and Course

3.6 Curriculum Mapping

Roadmap PLO – 1







| | | | | | | | | | | |
|---|--|--|---|--|---|---|--|---|---|--|
| 1088720506128 Thesis | 1078720502126 Thesis Proposal | | | | | | | | | |
| 988720502094 Multicultural Education | 998720500161 Anti-corruption education | 1008720504179 legal awareness education | 1018720502190 study of civic education problems | 102 8720502071 National development policy | 102 8720502071 Human rights | 102 8720502071 Social Change | 102 8720502071 Qualitative data analysis | 102 8720502071 Pancasila character education | | |
| 102 8720502071 Community service | | | | | | | | | | |
| 102 8720502071 School Field Introduction-School management | 102 8720502071 School Field Introduction-School program | 102 8720502071 School Field Introduction- Curriculum analysis | 102 8720502071 School Field Introduction- Development of Lesson Plans | 102 8720502071 School Field Introduction- Development of Teaching Materials | 102 8720502071 School Field Introduction- Development of Learning Media | 102 8720502071 School Field Introduction- Learning Assessment | 102 8720502071 School Field Introduction- Teaching Practices | | | |
| 102 8720502071 Democracy and democratization | 102 8720502071 Teaching skills and micro learning | 102 8720502071 Study of Indonesian society | 102 8720502071 International relations and global politics | 102 8720502071 Philosophy of Pancasila and comparative | 102 8720502071 Law of governance | 102 8720502071 1945 constitution and comparative constitutions | 102 8720502071 Qualitative research methods | 102 8720502071 Management and leadership priciple of pascasila | 102 8720502071 International law | 102 8720502071 Gender and education |
| 102 8720502071 History of the nation's struggle | 102 8720502071 Indonesia political system | 102 8720502071 Constitutional law | 102 8720502071 Innovative learning planning | 102 8720502071 Theory of moral | 102 8720502071 Fundamentals of communication | 102 8720502071 Quantitative research methods | 102 8720502071 Development of teaching materials and learning media | 102 8720502071 Evaluation process learning | 102 8720502071 Civil law and civil procedure | 102 8720502071 Criminal law and criminal procedure |
| 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of |
| 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of the nation's struggle | 102 8720502071 History of |

7. Curriculum Overview

| Code | Course | Credit Units per Semester | | | | | | | | CP/ECTS | Workload | | | | Method of Teaching | Form and Duration of Examinations | Weight of exam related to final grade | | | | | | | | | | |
|------------|---|---------------------------|---|---|---|---|---|---|---|---------|----------------|--------------------------------|------------------|----------|------------------------------|-----------------------------------|---------------------------------------|------------|---------------|------------------------|-----------------|-----|------|-----|-----|-----|------|
| | | 1. | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | Hours in Class | Hours in structured assignment | Hours Self-Study | Practice | i.e. lecture course, seminar | | Exam paper | Assignment | Participation | Performance | Product/Project | | | | | | |
| | | | | | | | | | | 28,48 | 0,29 | 0,35 | 0,35 | 1,00 | | | | | | | | | | | | | |
| | Semester 1 | | | | | | | | | 31,8 | 266,37 | 319,65 | 319,65 | 0,00 | | | | | | | | | | | | | |
| 6920103261 | Introduction to Educational Science | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, GD, CS | EP(180 Min) | 30% | 0% | 70% | 0% | 0% | 0% | 100% | | | | |
| 6920102135 | Introduction to Cultural Anthropology | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, GD, CS | EP(90 Min) | 25% | 0% | 75% | 0% | 0% | 0% | 100% | | | | |
| 6920102138 | Introduction to Economics | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(120 Min) | 30% | 30% | 40% | 0% | 0% | 0% | 100% | | | | |
| 6920102142 | Introduction to Political Science | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | PE(200 Min) | 20% | 30% | 50% | 0% | 0% | 0% | 100% | | | | |
| 6920103147 | Introduction to Sociology | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS, GD | EP(180 Min) | 30% | 40% | 40% | 0% | 0% | 0% | 110% | | | | |
| 6920102149 | Introduction to Social Statistics | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 0% | 100% | | | | |
| 6920102144 | Introduction to Social Research Methodology | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 0% | 100% | | | | |
| 1000002018 | Pancasila Education | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 0% | 100% | | | | |
| 1000002003 | Indonesian language | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 0% | 100% | | | | |
| 6920102283 | Physical Education and Fitness | 2,00 | | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, PjBL | EP(180 Min) | 0% | 0% | 25% | 30% | 45% | 0% | 100% | | | | |
| | Semester 2 | | | | | | | | | 33,39 | 279,69 | 335,63 | 335,63 | 0,00 | | | | | | | | | | | | | |
| 6920103252 | Classical Sociological Theories | | | | | | | | | 3,00 | | | | | 4,77 | 39,96 | 47,95 | 47,95 | 0,00 | Lecture course, GD, CS | EP(150 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102286 | Applied Social Statistics | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, GD, CS | EP(150 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102161 | Socio-Cultural Change | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(120 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102233 | Social Stratification and Inequality | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102285 | Quantitative Sociological Research Methods | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102192 | Economic and Industrial Sociology | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP(200 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102195 | Sociology of Law | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP(200 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 1000002046 | Digital Literacy | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | CS, GD, Lecture Course | EP(200 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 1000002033 | Civic education | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | | | | | | | | |
| 1000002026 | Religion Education | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(120 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| | Semester 3 | | | | | | | | | 101,76 | 852,39 | 1022,87 | 1022,87 | 181,13 | | | | | | | | | | | | | |
| 6920103287 | Modern Sociological Theories | | | | | | | | | 3,00 | | | | | 4,77 | 39,96 | 47,95 | 47,95 | 0,00 | Lecture course, CS | Pe(340 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102288 | Qualitative Sociological Research Methods | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102100 | Social Problems | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920103214 | Rural Sociology | | | | | | | | | 3,00 | | | | | 4,77 | 39,96 | 47,95 | 47,95 | 0,00 | Lecture course, PjBL | Pr(200 Min) | 0% | 0% | 50% | 50% | 0% | 100% |
| 6920102193 | Sociology of Gender | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102202 | Sociology of Population and Health | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture course, PjBL | EP(200 Min) | 0% | 20% | 30% | 0% | 50% | 100% |
| 6920102183 | Sociology of Religion | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS, GD | EP(200 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102218 | Sociology of Education | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS, GD | EP(200 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102284 | Sociology of Communication | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, PjBL | Pr(340Min) | 30% | 10% | 10% | 0% | 50% | 100% |
| | Semester 4 | | | | | | | | | 38,16 | 319,65 | 383,58 | 383,58 | 90,57 | | | | | | | | | | | | | |
| 6920104293 | Critical and Postmodern Theories | | | | | | | | | 3,00 | | | | | 4,77 | 39,96 | 47,95 | 47,95 | 0,00 | Lecture course, CS | EP(180 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920103224 | Urban Sociology | | | | | | | | | 3,00 | | | | | 4,77 | 39,96 | 47,95 | 47,95 | 0,00 | Lecture course, CS | EP(120 Min) | 30% | 20% | 50% | 0% | 0% | 100% |
| 6920102262 | Sociology of the Family | | | | | | | | | 2,00 | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, PjBL | EP(140 Min) | 30% | 20% | 0% | 0% | 50% | 100% |
| 6920102226 | Political Sociology | | | | | | | | | 2,00 | </ | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|---------------------------|------|----|---------------|--------------|--------------|--------------|--------------|--------------|----------------|--------------------------------|--------------------|-----------------------------------|---------------------------------------|------------------------------|----------------|------------|---------------|-------------|-----------------|------|
| MBKM-BKP Course 3 | | | | | 4,00 | | | 6,36 | 0,00 | 0,00 | 0,00 | 181,13 | PjBL, GD | Pr (340 Min) | 0% | 0% | 0% | 50% | 50% | 100% | | |
| MBKM-BKP Course 4 | | | | | 4,00 | | | 6,36 | 0,00 | 0,00 | 0,00 | 181,13 | PjBL, GD | Pr (340 Min) | 0% | 0% | 0% | 50% | 50% | 100% | | |
| MBKM-BKP Course 5 | | | | | 2,00 | | | 3,18 | 0,00 | 0,00 | 0,00 | 90,57 | PjBL, GD | Pr (340 Min) | 0% | 0% | 0% | 50% | 50% | 100% | | |
| MBKM-BKP Course 6 | | | | | 3,00 | | | 4,77 | 0,00 | 0,00 | 0,00 | 135,85 | PjBL, GD | Pr (340 Min) | 0% | 0% | 0% | 50% | 50% | 100% | | |
| Undergraduate Thesis Proposal | | | | | 2,00 | | | 3,18 | 0,00 | 0,00 | 0,00 | 90,57 | PjBL, GD | Pr (340 Min) | 0% | 0% | 0% | 50% | 50% | 100% | | |
| Semester 7 | | | | | | | | 20,67 | 0,00 | 0,00 | 0,00 | 588,68 | | | | | | | | | | |
| 6920103261 | Model of Community Empowerment | | | | 3,00 | | | 4,77 | 0,00 | 0,00 | 0,00 | 135,85 | PjBL, GD | Pe (200 Min) | 0% | 0% | 0% | 100% | 100% | | | |
| 6920103281 | Sociology of Inclusive Society | | | | 2,00 | | | 3,18 | 0,00 | 0,00 | 0,00 | 90,57 | PjBL, GD | Pr (340 Min) | 0% | 0% | 0% | 100% | 100% | | | |
| 6920102221 | Sociology of Knowledge | | | | 2,00 | | | 3,18 | 0,00 | 0,00 | 0,00 | 90,57 | PjBL, GD | Pr (200 Min) | 0% | 0% | 0% | 100% | 100% | | | |
| 6920102296 | Educational Policy Studies in Indonesia | | | | 2,00 | | | 3,18 | 0,00 | 0,00 | 0,00 | 90,57 | PjBL, GD | Pr (200 Min) | 0% | 0% | 0% | 100% | 100% | | | |
| 6920106179 | Undergraduate Thesis | | | | 4,00 | | | 6,36 | 0,00 | 0,00 | 0,00 | 181,13 | PjBL, GD | Pr (200 Min) | 0% | 0% | 0% | 100% | 100% | | | |
| Semester 8 | | | | | | | | 0 | 0,00 | 0,00 | 0,00 | 0,00 | | | | | | | | | | |
| | | | | | | | | 0 | 0,00 | 0,00 | 0,00 | 0,00 | PjBL | Pr (120 Min) | 0% | 0% | 0% | 100% | 100% | | | |
| Total | | | | | 20,00 | 21,00 | 20,00 | 24,00 | 24,00 | 22,00 | 13,00 | 0,00 | 298,92 | 1984,47 | 2381,36 | 2381,36 | 2037,74 | | | | | |
| | | | | | 144,00 | | | | | | | | | 8.784,94 | | 29,39 | | | | | | |
| #REF! | Elective courses: | | | | | | | | | | | | | | | | | | | | | |
| Code | Course | Credit Units per Semester | | | | | | | | Workload | | | Method of Teaching | Form and Duration of Examinations | Weight of exam related to final grade | | | | | | | |
| | | 1. | 2 | 3. | 4. | 5. | 6 | 7 | 8 | CP/ECTS | Hours in Class | Hours in structured assignment | Hours Self-Study | | Practice | i.e. lecture course, seminar | Exam paper | Assignment | Participation | Performance | Product/Project | |
| 6920102209 | Environmental Sociology | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, GD, CS | EP (200 Min) | 20% | 20% | 50% | 10% | 0% | 100% |
| 6920102186 | Sociology of Disaster | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | 20% | 30% | 50% | 0% | 0% | 100% |
| 6920102271 | Cultural Sociology | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | 20% | 30% | 50% | 0% | 0% | 100% |
| 6920103211 | Adult Education | | 2 | | | | | | | 4,77 | 39,96 | 47,95 | 47,95 | 0,00 | Lecture Course, CS | EP (200 Min) | 20% | 30% | 50% | 0% | 0% | 100% |
| 6920102301 | Social Mapping for Development | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | 20% | 30% | 50% | 0% | 0% | 100% |
| 6920102098 | Poverty Problems | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920103131 | Multicultural Education | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920102303 | Sociology of Corruption | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920102293 | Higher Education Studies | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920103213 | Sociology of Tourism | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920102061 | A Study of education and gender | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920103011 | Consumer Culture | | 2 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS | EP (200 Min) | | | | | | |
| 6920102269 | A Study of Violence in Schools | | 2,00 | | | | | | | 3,18 | 26,64 | 31,96 | 31,96 | 0,00 | Lecture Course, CS, GD | EP (200 Min) | 20% | 20% | 50% | 10% | 0% | 100% |
| Elective courses MBKM-BKP | | | | | | | | | | | | | | | | | | | | | | |
| Code | Course | Credit Units per Semester | | | | | | | | Workload | | | Method of Teaching | Form and Duration of Examinations | Weight of exam related to final grade | | | | | | | |
| | | 1. | 2 | 3. | 4. | 5. | 6 | 7 | 8 | CP/ECTS | Hours in Class | Hours in structured assignment | Hours Self-Study | | Practice | i.e. lecture course, seminar | Exam paper | Assignment | Participation | Performance | Product/Project | |
| 100000205 | MPK-Perencanaan | | | | 2 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 100000305 | MPK-Keselamatan & Kesehatan Kerja | | | | 2 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000002050 | MPK-Manajemen Operasional | | | | 2 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 100000306 | MPK-Desain Program | | | | 3 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 100000406 | MPK-Pelaksanaan Program | | | | 4 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 100000206 | MPK-Penilaian Program | | | | 2 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000002060 | MPK-Pendesiminasian Program | | | | 2 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000002064 | MPK-Pelaporan Program | | | | 3 | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| Magang Industri | | | | | | | | | | | | | | | | | | | | | | |
| 100000205 | Magang Industri | | | | | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000003091 | Magang Riset-Pengembangan Rencana Penelitian | | | | | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000003091 | Magang Riset-Pengembangan Instrumen Penelitian | | | | | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000003091 | Magang Riset-Pengumpulan Data | | | | | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |
| 1000003091 | Magang Riset-Analisis Data | | | | | | | | | | 0 | 0 | 0 | 90,57 | | | | | | | | |