



BLENDDED LEARNING OR DISTANCE LEARNING ACHIEVEMENTS

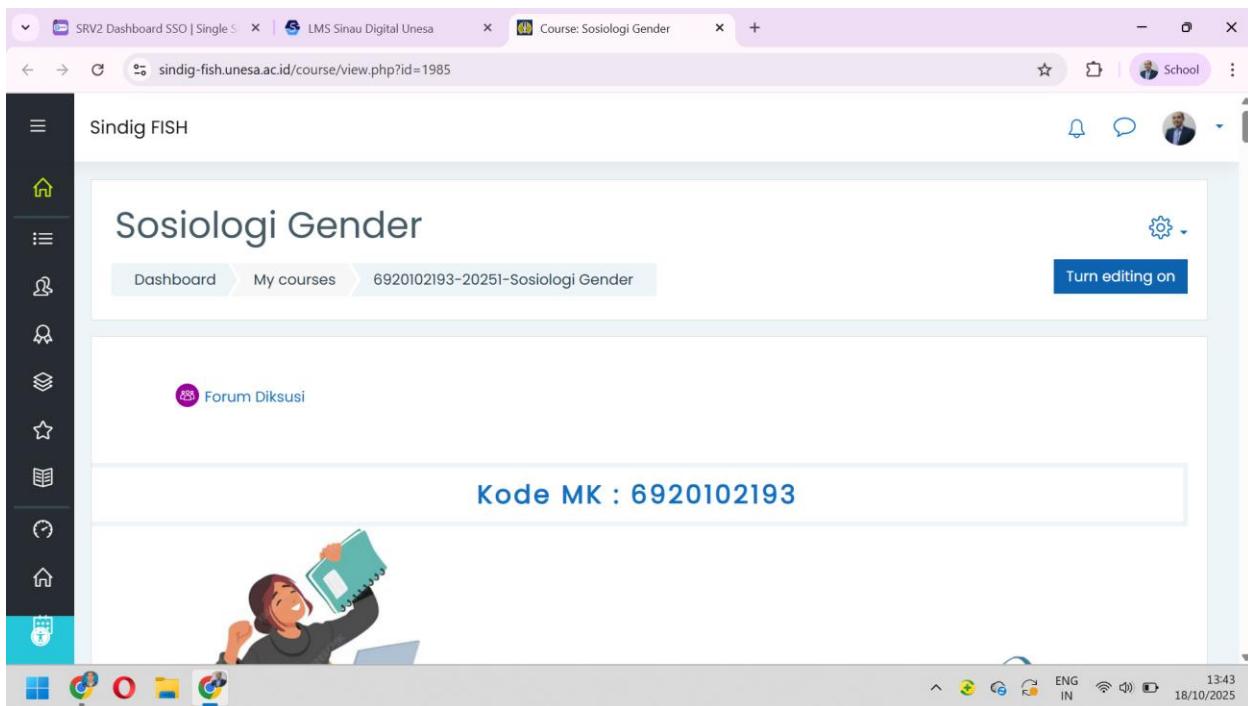
UNDERGRADUATE PROGRAM IN SOCIOLOGY

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

Sociology of Gender

Course Overview: Sociology of Gender

The course “Sociology of Gender” introduces students to the sociological understanding of gender as a social construction shaped by cultural values, power relations, and institutional structures. It examines how gender operates as a central organizing principle in social life, influencing access to resources, social roles, and identity formation. The course explores major sociological and feminist theories that explain gender relations across different historical and cultural contexts. Through this course, students will develop the ability to critically analyze how gender intersects with class, race, religion, and ecology, and how these intersections create diverse experiences of inequality and empowerment. The course also emphasizes the application of feminist theory in sociological research, encouraging students to connect theoretical debates with empirical inquiry and field-based learning. By the end of the course, students are expected to have developed a strong analytical and methodological foundation for conducting gender-based sociological research, as well as a commitment to promoting equality and social justice through academic practice.



The screenshot shows a web browser window with the following details:

- Address Bar:** sindig-fish.unesa.ac.id/course/view.php?id=1985
- Page Title:** Course: Sosiologi Gender
- Content:**
 - Sidebar:** Includes icons for Dashboard, My courses, Forum Dikusisi, and a student profile.
 - Page Header:** Sosilogi Gender, Turn editing on.
 - Content Area:** Displays the course code **Kode MK : 6920102193** and a cartoon illustration of a student holding a book.
- System Tray:** Shows icons for battery, signal, and date/time (18/10/2025, 13:43).

SRV2 Dashboard SSO | Single S | LMS Sinau Digital Unesa | Course: Sosiologi Gender | +

<sindig-fish.unesa.ac.id/course/view.php?id=1985>

Sindig FISH

CPL-PRODI yang dibebankan pada MK

1. Sikap

- b. Menghargai keanekaragaman budaya, pandangan kepercayaan, dan agama, serta pendapat/temuan orisinal orang lain

2. Keterampilan Umum

- a. mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif sesuai bidang keahliannya dalam melakukan mengkaji problematika masyarakat, perubahan teknologi dan ilmu pengetahuan berikut dampaknya dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni, menyusun deskripsi saintifik hasil kajiannya dalam bentuk laporan, artikel, atau skripsi, dan mengunggahnya
- b. mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data
- c. mampu bekerja secara berkelompok dan bertanggung jawab terhadap hasilnya, melakukan evaluasi dan memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejauh baik di dalam maupun di luar lembaganya

3. Keterampilan Khusus

- a. Mampu mengidentifikasi karakteristik individu, keluarga dan masyarakat, masalah-masalah sosial dan perubahan sosial, termasuk masalah-masalah pembangunan pendidikan dan disabilitas di dalam masyarakat lokal dengan wawasan global, termasuk masalah-masalah kemiskinan di dalamnya, dan menganalisisnya dengan menggunakan konsep, teori dan metodologi penelitian Sosiologi dengan tepat
- b. Mampu mengidentifikasi potensi-potensi dan modal-modal masyarakat yang mendukung pembangunan kesejahteraannya dan menganalisis dengan menggunakan konsep, teori dan metodologi penelitian Sosiologi dengan tepat

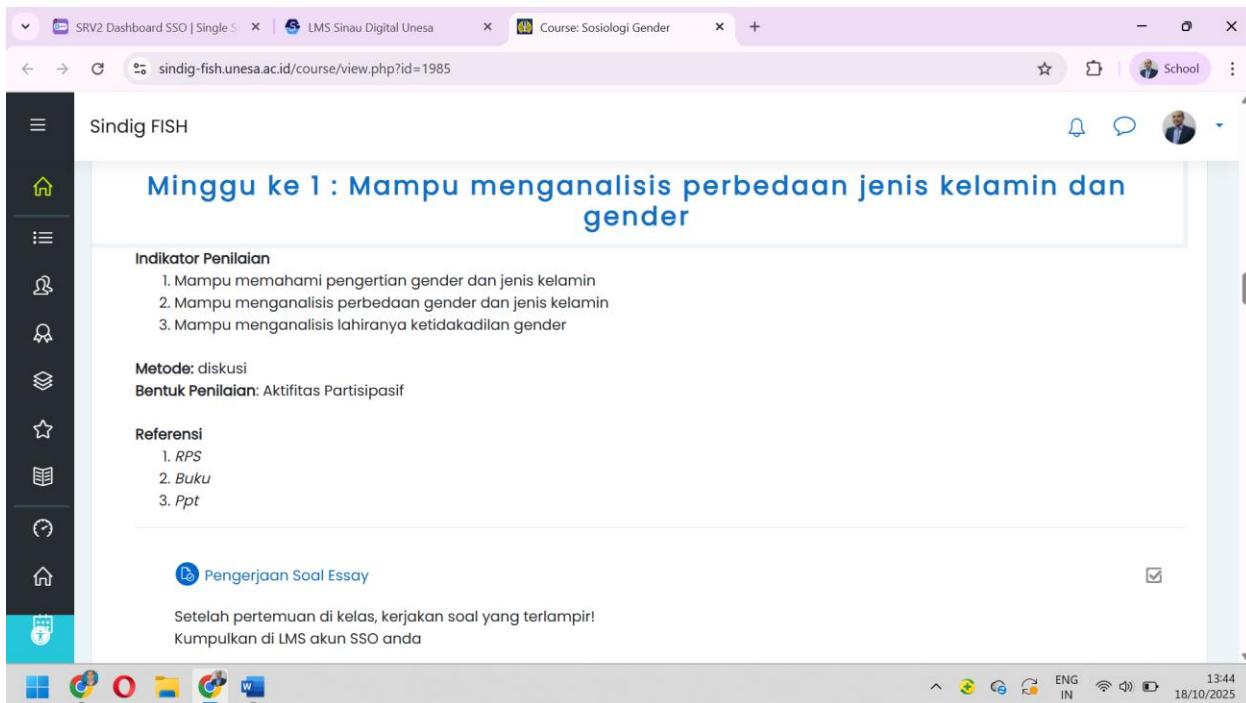
4. Pengetahuan

- a. Menguasai konsep-konsep dasar filosofi, paradigma, pendekatan dan teori-teori Sosiologi, berikut cabang-cabang keilmuannya, dan metode penelitian Sosiologi.

13:44 18/10/2025

Meeting 1:

The first meeting of the course *Sociology of Gender* introduced students to the basic concepts of sex and gender, emphasizing the sociological distinction between biological differences and socially constructed roles. The lecturer explained how gender operates as a social system that shapes power relations, cultural expectations, and everyday interactions. Through discussions, students reflected on their own experiences and explored how gender norms are reproduced and challenged within different social institutions such as family, education, and media. This session aimed to provide a foundational understanding of gender as a dynamic social construction that influences individual identity and broader social structures.



The screenshot shows a web browser window with a purple header bar. The header contains the text 'SRV2 Dashboard SSO | Single S' on the left, 'LMS Sinau Digital Unesa' in the center, and 'Course: Sosiologi Gender' on the right. Below the header is a purple navigation bar with icons for back, forward, search, and other course-related functions. The main content area is titled 'Minggu ke 1: Mampu menganalisis perbedaan jenis kelamin dan gender'. On the left, there is a vertical sidebar with various icons and a list of course modules. The main content area includes sections for 'Indikator Penilaian' (with three numbered points), 'Metode: diskusi', 'Bentuk Penilaian: Aktifitas Partisipatif', 'Referensi' (with three numbered points), and a 'Pengerjaan Soal Essay' section with a checked checkbox. At the bottom, there is a toolbar with icons for file operations and a status bar showing the date and time (18/10/2025, 13:44).

Meeting 2:

The second meeting explored gender relations through major sociological perspectives: structural functionalism, conflict theory, and symbolic interactionism. The lecturer emphasized how each framework interprets gender differently—from maintaining social order to exposing inequality and understanding meaning-making in interactions. Students analyzed real-life examples and discussed how these theories help explain gender dynamics in various social settings.



The screenshot shows a Moodle course page titled "Minggu ke 2 : Mampu menganalisis relasi gender dalam perspektif sosiologis". The page includes sections for "Indikator Penilaian", "Metode", "Bentuk Penilaian", and "Referensi". The left sidebar contains a vertical menu with icons for Home, News, Events, Groups, and other course options. The top navigation bar shows the URL "sindig-fish.unesa.ac.id/course/view.php?id=1985" and the "School" tab.

Minggu ke 2 : Mampu menganalisis relasi gender dalam perspektif sosiologis

Indikator Penilaian

1. Mampu menjelaskan konsep nature dan nurture dalam memahami relasi gender
2. Mampu menganalisis relasi gender dengan pendekatan teori fungsionalisme struktural dan teori konflik

Metode: diskusi
Bentuk Penilaian: Aktifitas Partisipatif

Referensi

1. Buku: 1,8,18,24,32
2. Power Point tentang konsep gender dan jenis kelamin

Meeting 3:

The third meeting focused on cultural, liberal, and Marxist feminism. Students learned how cultural feminism celebrates women's difference and moral strength, liberal feminism advocates for equality and rights within existing systems, and Marxist feminism critiques capitalism as a source of women's subordination. Using concrete cases and research, students identified how these theories inform contemporary debates on gender and labor.



The screenshot shows a Moodle course page. The title of the course is "Minggu ke 3 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminisme". The page includes sections for "Indikator Penilaian" (Assessment Criteria) with three items, "Metode: diskusi" (Method: discussion), "Bentuk Penilaian: Aktifitas Partisipatif" (Assessment Form: Participative activities), and "Referensi" (References) with two items. The left sidebar contains various course navigation icons. The top right corner shows a user profile for "Sindig FISH" and a "School" link.

Minggu ke 3 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminisme

Indikator Penilaian

1. Menganalisis teori feminisme kultural
2. Menganalisis teori feminisme liberal
3. Menganalisis teori feminisme marxis

Metode: diskusi

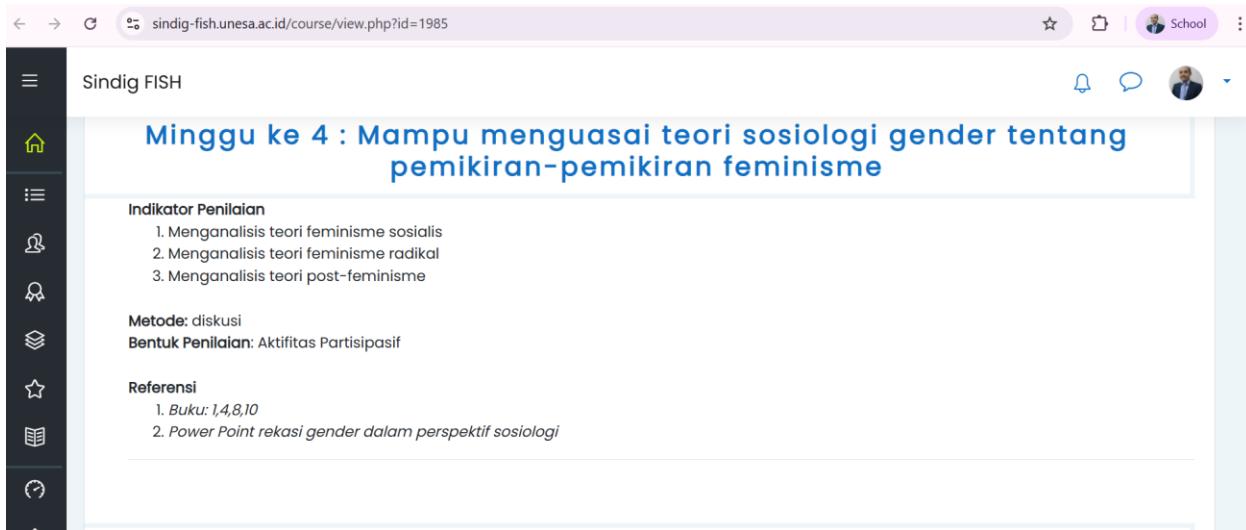
Bentuk Penilaian: Aktifitas Partisipatif

Referensi

1. Buku: 1,4,8,10
2. Power Point *reaksi gender dalam perspektif sosiologi*

Meeting 4:

The fourth meeting examined socialist, radical, and post-feminist theories. The lecturer discussed how socialist feminism combines class and gender analysis, how radical feminism addresses patriarchy and bodily autonomy, and how post-feminism critiques and reinterprets earlier feminist movements. Students applied these ideas to case studies, reflecting on how power, ideology, and identity intersect in modern gender issues.



The screenshot shows a Moodle course page. The title of the course is "Minggu ke 4 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminism". The page includes a sidebar with various icons and a list of evaluation indicators, methods, and references.

Indikator Penilaian:

1. Menganalisis teori feminism sosialis
2. Menganalisis teori feminism radikal
3. Menganalisis teori post-feminisme

Metode: diskusi
Bentuk Penilaian: Aktifitas Partisipatif

Referensi:

1. Buku: 1,4,8,10
2. Power Point rekasi gender dalam perspektif sosiologi

Meeting 5:

The fifth meeting introduced ecofeminism, intersectional feminism, and Islamic feminism. Through readings and group discussions, students explored how ecofeminism links environmental degradation with gender oppression, how intersectionality analyzes overlapping systems of inequality, and how Islamic feminism reclaims gender justice within religious contexts. This session deepened students' awareness of feminism's diverse global perspectives.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 5 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminism". The left sidebar contains various course navigation icons. The main content area includes sections for "Indikator Penilaian" (Assessment Indicators) with three items, "Metode" (Method) as "diskusi" (discussion), "Bentuk Penilaian" (Assessment Type) as "Aktifitas Partisipatif" (Participative Activities), and "Referensi" (References) with two items. The top right corner shows a user profile for "School".

Meeting 6:

The sixth meeting examined feminist movements across global and local contexts. The lecturer traced the historical development of women's movements, highlighting milestones in activism and policy reform. Students compared feminist struggles in Indonesia and other countries, identifying how culture, religion, and politics influence gender-based advocacy. This session emphasized feminism as both a social theory and a transformative movement.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 6 : Mengevaluasi gerakan-gerakan feminism di masyarakat". The left sidebar contains a vertical menu with icons for Home, News, Events, Groups, and other course sections. The main content area includes sections for "Indikator Penilaian" (Evaluation Criteria) with three numbered items, "Metode: diskusi" (Method: discussion), "Bentuk Penilaian: Aktifitas Partisipatif" (Assessment Form: Participative Activities), and "Referensi" (References). The top right corner shows a user profile for "School" and standard Moodle navigation icons.

Meeting 7:

The seventh meeting focused on feminist research paradigms. The lecturer explained the difference between feminist and non-feminist research approaches, emphasizing standpoint theory, reflexivity, and ethical engagement with research subjects. Students reviewed examples of gender-based research and discussed how methodology reflects epistemological positions. The session encouraged students to design research that amplifies marginalized voices.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 7 : Menganalisis penelitian sosiologi berbasis gender/feminisme". On the left, there is a vertical sidebar with icons for home, course list, notifications, search, and other course links. The main content area includes sections for "Indikator Penilaian" (Assessment Criteria) with two items, "Metode" (Method) as "diskusi" (discussion), "Bentuk Penilaian" (Assessment Type) as "Aktifitas Partisipatif" (Participative Activity), and a "Referensi" (References) section which is currently empty.

Meeting 8:

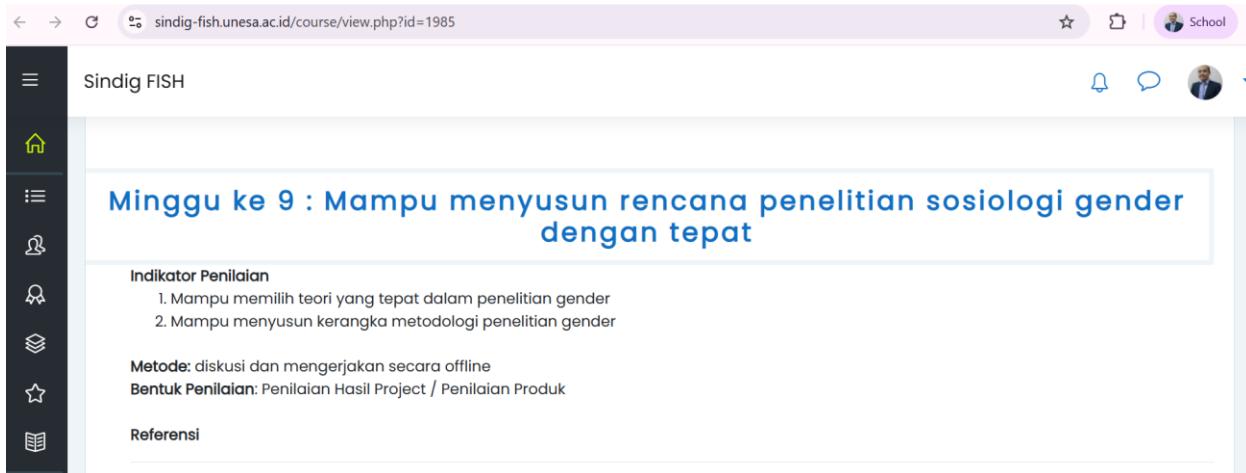
The eighth meeting guided students in formulating their own gender-based research designs. The lecturer helped students identify social issues related to gender inequality and translate them into researchable topics. Students practiced writing research titles, background problems, and preliminary questions. This session aimed to strengthen students' ability to integrate theory and empirical inquiry.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 8 : Mampu menyusun rencana penelitian sosiologi gender dengan tepat". On the left, there is a vertical navigation bar with icons for Home, Course, News, Events, and Bookmarks. The main content area includes sections for "Indikator Penilaian" (Evaluation Criteria) with three points, "Metode" (Method) as "diskusi dan mengerjakan secara offline", and "Bentuk Penilaian" (Assessment Form) as "Penilaian Hasil Project / Penilaian Produk". There are also "Referensi" (References) and other course-related links.

Meeting 9:

The ninth meeting continued with research design, focusing on selecting appropriate theoretical frameworks and methodologies. Students learned to align their research questions with qualitative or quantitative approaches and choose relevant feminist theories to guide analysis. The class discussed the importance of ethical research practices and positionality in gender studies.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 9 : Mampu menyusun rencana penelitian sosiologi gender dengan tepat". On the left, there is a vertical sidebar with icons for navigation. The main content area includes sections for "Indikator Penilaian" (Assessment Criteria) with two items, "Metode" (Method) as "diskusi dan mengerjakan secara offline", and "Bentuk Penilaian" (Assessment Type) as "Penilaian Hasil Project / Penilaian Produk". There is also a "Referensi" (References) section.

Meeting 10:

In the tenth meeting, students began their fieldwork phase. They conducted in-depth interviews and observations in selected communities to explore real gender dynamics in everyday life. The lecturer emphasized ethical conduct, data accuracy, and reflexivity during field engagement. This session connected theoretical understanding with empirical experience.



The screenshot shows a Moodle course page for 'Sindig FISH'. The title of the page is 'Minggu ke 10 : Mampu mengumpulkan data di lapangan sesuai tema yang diangkat dengan tepat'. The page includes sections for 'Indikator Penilaian' (Assessment Indicators) with two points, 'Metode' (Method) as 'diskusi' (discussion), 'Bentuk Penilaian' (Assessment Form) as 'Penilaian Hasil Project / Penilaian Produk' (Project Result Assessment / Product Assessment), and 'Referensi' (References) with '1. ppt, buku, jurnal' (1. ppt, book, journal). The left sidebar contains icons for course navigation, and the top right corner shows a user profile and 'School' link.

Meeting 11:

The eleventh meeting focused on organizing and documenting field data. Students learned how to transcribe interviews, record observations, and manage field notes systematically. They discussed challenges encountered in the field and shared strategies for data interpretation. The class also reflected on how gender shapes both research processes and interactions with informants.



The screenshot shows a Moodle course page for 'Sindig FISH'. The page title is 'Minggu ke 11 : Mampu menyusun transkrip wawancara dan membuat catatan hasil observasi di lapangan'. The page includes sections for 'Indikator Penilaian' (Assessment Indicators) with two items, 'Metode' (Method) as 'diskusi' (discussion), 'Bentuk Penilaian' (Assessment Form) as 'Penilaian Hasil Project / Penilaian Produk', and 'Referensi' (References) with '1. ppt, buku, jurnal' (1. ppt, book, journal).

Indikator Penilaian

1. membuat catatan logbook harian dan menuliskan transkrip wawancara
2. membuat catatan terkait observasi yang telah dilakukan

Metode: diskusi

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. ppt, buku, jurnal

Meeting 12:

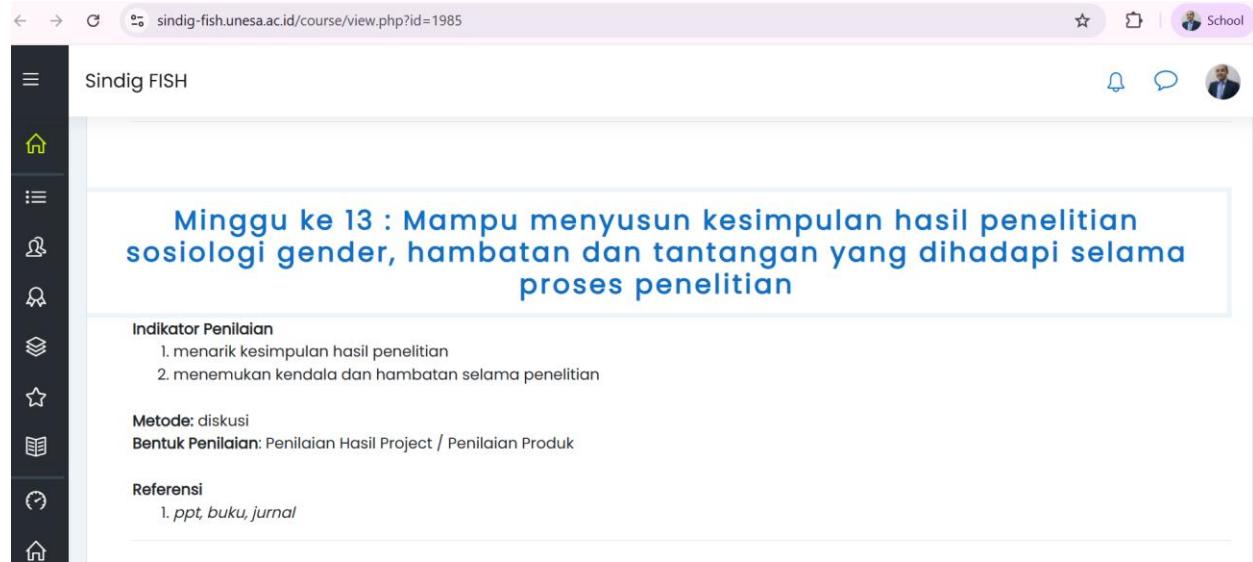
The twelfth meeting centered on collaborative data analysis. Working in groups, students analyzed their findings to identify gender patterns, power relations, and social meanings. The lecturer guided them in connecting empirical data with theoretical frameworks. Class discussions encouraged critical dialogue and collective interpretation of gendered social phenomena.



The screenshot shows a Moodle course page. The title of the course is "Sindig FISH". The main content area is titled "Minggu ke 12 : Mampu menganalisis data hasil dari pengumpulan data penelitian di lapangan". Below the title, there is a section titled "Indikator Penilaian" with the following points: 1. melakukan reduksi data dari transkrip wawancara yang sudah dilakukan, 2. mengakategorisasikan data sesuai tema, 3. menggunakan teori yang dipakai untuk analisis data. There is also a "Metode: diskusi" and a "Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk". The sidebar on the left contains various icons for navigation and course management.

Meeting 13:

The thirteenth meeting provided a space for synthesis and reflection. Students summarized the entire research process, discussing the obstacles faced, the insights gained, and areas for methodological improvement. The lecturer encouraged reflexivity on positionality, ethics, and the transformative potential of feminist research.



The screenshot shows a Moodle course page. The title of the course is "Minggu ke 13 : Mampu menyusun kesimpulan hasil penelitian sosiologi gender, hambatan dan tantangan yang dihadapi selama proses penelitian". The page includes sections for "Indikator Penilaian" (Assessment Indicators) with two items, "Metode" (Method) as "diskusi" (discussion), "Bentuk Penilaian" (Assessment Type) as "Penilaian Hasil Project / Penilaian Produk" (Assessment of Project Results / Product Assessment), and "Referensi" (References) with one item, ".ppt, buku, jurnal" (ppt, book, journal). The left sidebar contains a vertical menu with icons for Home, Courses, Groups, and other course-related functions. The top right corner shows a user profile and navigation icons.

Meeting 14:

The fourteenth meeting focused on writing the final research report. Students organized their findings into a coherent paper following academic conventions of sociological writing. They integrated theory, data, and analysis while emphasizing clarity and argumentation. Peer feedback sessions helped refine their drafts before final submission.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 14 : Mampu menyusun keseluruhan laporan penelitian sosiologi gender berupa makalah". On the left is a vertical navigation bar with icons for Home, Groups, News, Tasks, and Books. The main content area includes the following text:

Indikator Penilaian

1. Menyusun laporan akhir penelitian berupa makalah
2. Melakukan uji koreksi tata kesalahan penulisan

Metode: diskusi kelompok dan koreksi bersama
Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. *ppt, buku, jurnal*

Meeting 15:

The fifteenth meeting concluded the course with group presentations. Each team presented their research results, highlighting key findings, theoretical contributions, and policy implications. The class engaged in discussion and constructive feedback, celebrating the diversity of topics and approaches. This session served as both a culmination of learning and a reflection on gender sociology as a tool for social transformation.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 15 : Mampu mengkomunikasikan hasil laporan penelitian sosiologi gender". On the left, there is a vertical navigation bar with icons for Home, News, Tasks, Groups, and other course sections. The main content area includes sections for "Indikator Penilaian" (Evaluation Criteria) with two items, "Metode" (Method) as "presentasi kelas", and "Bentuk Penilaian" (Assessment Type) as "Penilaian Hasil Project / Penilaian Produk". There is also a "Referensi" (References) section with one item: "1. ppt, buku, jurnal". The top right corner shows a user profile and navigation icons.

Meeting 16:

The Sixteen meeting concluded the course with group presentations. Each team presented their research results, highlighting key findings, theoretical contributions, and policy implications. The class engaged in discussion and constructive feedback, celebrating the diversity of topics and approaches. This session served as both a culmination of learning and a reflection on gender sociology as a tool for social transformation.



The screenshot shows a Moodle course page. The URL in the address bar is sindig-fish.unesa.ac.id/course/view.php?id=1985. The page title is "Minggu ke 16 : Mampu mengkomunikasikan hasil laporan penelitian sosiologi gender". On the left is a vertical navigation bar with icons for Home, Groups, Activities, Resources, and Help. The main content area includes sections for "Indikator Penilaian" (Evaluation Criteria) with two items, "Metode" (Method) as "presentasi kelas", "Bentuk Penilaian" (Assessment Type) as "Penilaian Hasil Project / Penilaian Produk", and "Referensi" (References) with one item, "ppt, buku, jurnal". The top right features a user profile, a message icon, and a notification bell.

Sociology of Curriculum

Course Overview: Sociology of Curriculum

The introductory section of the course “Sociology of Curriculum” presents the main framework and objectives of the subject. It explains that the course explores the relationship between curriculum, education, and social structure emphasizing how social dynamics, values, and power relations shape curriculum development. The content covers sociological analyses of curriculum evolution, including factors such as class, gender, ethnicity, and authority in designing educational programs. Students are encouraged to understand curriculum as a social construction that both reproduces and transforms society. The aim of the course is to help students develop critical analytical skills to evaluate curriculum policies, connect educational practices with broader social contexts, and engage with contemporary issues such as globalization, multiculturalism, and equality in education.



The screenshot shows a Moodle course page for 'Sosiologi Kurikulum'. The page title is 'Kode MK : 6920102208'. The main content area features a cartoon illustration of two students at a desk. The text below the illustration reads: 'Sosiologi Kurikulum'. To the right, the 'siDia' logo and 'Universitas Negeri Surabaya' are displayed. The left sidebar contains a navigation menu with the following items: 'Course sections', 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', 'Dashboard', 'Site home', 'Calendar', and 'Accessibility settings'. The 'Course sections' item is currently selected, showing a list of sections on the right.

Meeting 1: Introduction to the Sociology of Curriculum

The first meeting provided an overview of the course structure and introduced the concept of curriculum from a sociological perspective. The lecturer explained how curriculum functions as a social construction that reflects power relations and cultural values. Students discussed their expectations for the course and explored how social institutions influence educational content and structure. This session aimed to build a foundational understanding of curriculum as both a product and process of social interaction.

Sindig FISH

Home SIdia

Course sections

Participants

Badges

Certificates

Competencies

Grades

Dashboard

Site home

Calendar

Accessibility settings

Add an activity or resource

Minggu ke 1 : Memahami ruang lingkup, definisi, dan urgensi kajian sosiologi kurikulum Edit

Indikator Penilaian

1. Mampu menjelaskan pengertian kurikulum sebagai konstruksi sosial

Metode: Ceramah interaktif, diskusi kelas
Bentuk Penilaian: Aktifitas Partisipatif

Referensi

1. Buku: [1], [2], [6] [7] PPT

Add an activity or resource

Meeting 2: Theoretical Foundations of the Sociology of Curriculum

This meeting focused on major sociological theories that underpin curriculum studies, including structural functionalism, conflict theory, and symbolic interactionism. Students analyzed how each theory interprets the role of curriculum in society. Class activities included group discussions and case studies comparing curriculum policies in different educational systems. The goal was to help students critically connect theoretical frameworks with practical implications in curriculum design.

Sindig FISH

Home SIdia

Course sections

Participants

Badges

Certificates

Competencies

Grades

Dashboard

Site home

Calendar

Accessibility settings

Add an activity or resource

Referensi

1. Buku: [1], [2], [6] [7] PPT

Minggu ke 2 : Mengidentifikasi pengaruh teori sosiologi terhadap kajian kurikulum Edit

Indikator Penilaian

1. Mampu mengaitkan teori sosiologi dengan praktik kurikulum

Metode: Diskusi kelompok, studi literatur
Bentuk Penilaian: Aktifitas Partisipatif

Referensi

1. Buku: [1], [2], [6] PPT

Add an activity or resource

Meeting 3: Curriculum as a Social Construction

Students examined the idea that curriculum is not neutral but socially constructed. The class explored the influence of politics, economy, and culture on curriculum formation. Through

readings and class debates, students identified how dominant ideologies shape what is considered valid knowledge. The session emphasized critical thinking toward understanding who benefits and who is marginalized through curricular decisions.



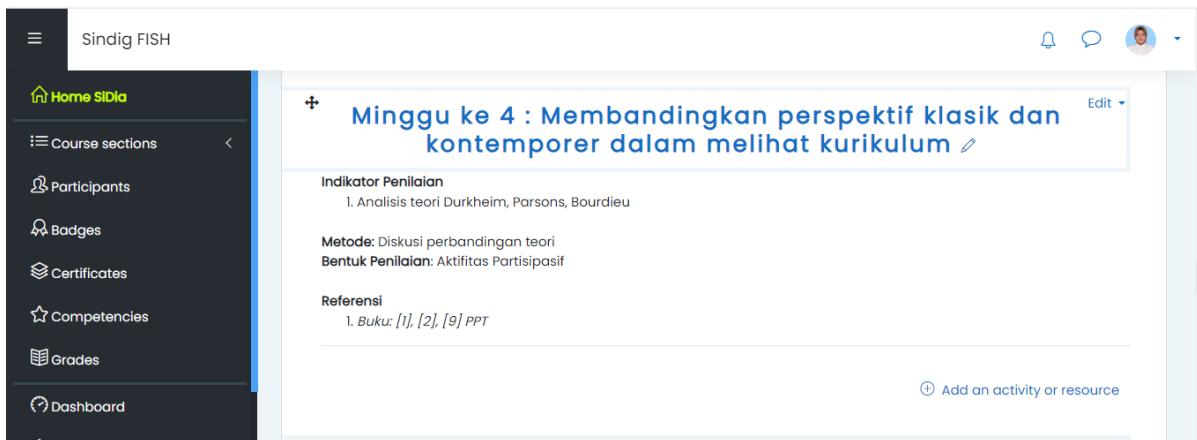
The screenshot shows a Moodle course page titled 'Sindig FISH'. The main content area displays a module titled 'Minggu ke 3 : Menganalisis peran kebijakan pendidikan dalam konstruksi kurikulum'. The module includes the following details:

- Indikator Penilaian:** 1. Menghubungkan kurikulum dengan pendidikan inklusif
- Metode:** Studi kasus, presentasi
- Bentuk Penilaian:** Aktifitas Partisipatif
- Referensi:** 1. Buku: [1], [2], [6] PPT

On the left, a sidebar lists course sections, participants, badges, certificates, competencies, grades, dashboard, site home, and calendar. At the bottom, there is an accessibility settings link.

Meeting 4: Curriculum and Power Relations

The fourth meeting explored the relationship between curriculum and power structures in education. Discussions centered on how curriculum can reproduce or challenge social inequalities. Students engaged in reflective dialogue about the hidden curriculum and how it shapes students' social behavior and identity. They were encouraged to analyze their own educational experiences using Bourdieu's concepts of cultural capital and habitus.



The screenshot shows a Moodle course page titled 'Sindig FISH'. The main content area displays a module titled 'Minggu ke 4 : Membandingkan perspektif klasik dan kontemporer dalam melihat kurikulum'. The module includes the following details:

- Indikator Penilaian:** 1. Analisis teori Durkheim, Parsons, Bourdieu
- Metode:** Diskusi perbandingan teori
- Bentuk Penilaian:** Aktifitas Partisipatif
- Referensi:** 1. Buku: [1], [2], [9] PPT

On the left, a sidebar lists course sections, participants, badges, certificates, competencies, grades, dashboard, site home, and calendar. At the bottom, there is an accessibility settings link.

Meeting 5: Curriculum and Social Change

This session discussed the dynamic relationship between curriculum and social transformation. Students explored how education can serve as a means for both maintaining and transforming social order. Using examples from local and global contexts, the class evaluated the role of curriculum reform in promoting equality and justice. The activities included reviewing case studies of curriculum innovation aligned with the Sustainable Development Goals (SDGs).



The screenshot shows a Moodle course interface. The left sidebar includes links for Home SIDia, Course sections, Participants, Badges, Certificates, Competencies, Grades, Dashboard, Site home, and Calendar. The main content area displays a module titled "Minggu ke 5 : Mengevaluasi prinsip kesetaraan, keadilan, dan inklusi dalam kurikulum". The module description includes: "Indikator Penilaian: 1. Evaluasi pengaruh perubahan sosial", "Metode: Diskusi kritis, studi dokumen", "Bentuk Penilaian: Aktifitas Partisipatif", and "Referensi: 1. Buku: [1], [2], [6], [7], [8] literature lain PPT". There are "Edit" and "Add an activity or resource" buttons.

Meeting 6: Curriculum Ideologies and Philosophical Foundations

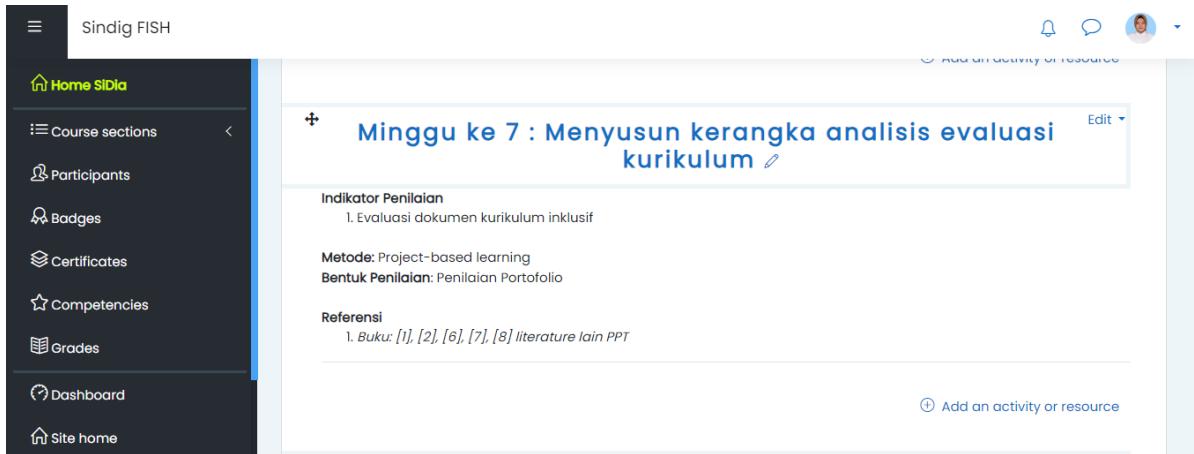
The meeting analyzed various curriculum ideologies such as essentialism, progressivism, reconstructionism, and humanism. Students learned to identify the philosophical assumptions behind different curricular models. Through small group discussions, they compared how these ideologies manifest in the Indonesian education system. The session helped students understand how educational values and national identity are embedded within curricular design.



The screenshot shows a Moodle course interface, identical to the one above but with a different module title. The main content area displays a module titled "Minggu ke 6 : Mengkaji praktik kurikulum dengan perspektif keadilan sosial". The module description includes: "Indikator Penilaian: 1. evaluasi dokumen kurikulum inklusif", "Metode: Seminar mini, peer review", "Bentuk Penilaian: Aktifitas Partisipatif", and "Referensi: 1. Buku: [1], [2], [6], [7], [8] literature lain PPT". There are "Edit" and "Add an activity or resource" buttons.

Meeting 7: Curriculum Policy and Reform in Indonesia

This session examined the historical and contemporary policies governing curriculum development in Indonesia, including the transition from KTSP to Kurikulum Merdeka. Students discussed how sociopolitical factors shape curriculum reforms and the role of the state in determining educational goals. Activities involved analyzing official curriculum documents and reflecting on the challenges of policy implementation at the school level.



The screenshot shows a Moodle course interface. The left sidebar is dark with white text, listing 'Home SIDia', 'Course sections', 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', 'Dashboard', and 'Site home'. The main content area has a light blue header with the title 'Minggu ke 7 : Menyusun kerangka analisis evaluasi kurikulum'. Below the title, there is a section for 'Indikator Penilaian' with the sub-point '1. Evaluasi dokumen kurikulum inklusif'. Under 'Metode', it says 'Project-based learning' and 'Bentuk Penilaian: Penilaian Portofolio'. A 'Referensi' section lists '1. Buku: [1], [2], [6], [7], [8] literature lain PPT'. At the bottom right of the content area, there is a link 'Add an activity or resource'.

Meeting 8: Curriculum Development Process

Students explored the stages of curriculum development—from needs assessment, design, and implementation to evaluation. The lecturer emphasized participatory and sociological approaches to curriculum planning. Practical exercises included mapping stakeholders involved in curriculum development and identifying their interests and influences. The meeting aimed to bridge theory and practice in curriculum design.



The screenshot shows a Moodle course interface, identical to the one above but with a different title. The left sidebar is dark with white text, listing 'Home SIDia', 'Course sections', 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', 'Dashboard', and 'Site home'. The main content area has a light blue header with the title 'Minggu ke 8 : Ujian Tengah Semester'. Below the title, there is a section for 'Indikator Penilaian' with the sub-point '1. Analisis kasus kurikulum berbasis teori sosiologi'. Under 'Metode', it says 'Tes tertulis & analisis artikel' and 'Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk'. A 'Referensi' section lists '1. Buku: [1], [2], [6], [7], [8] literature lain PPT'. At the bottom right of the content area, there is a link 'Add an activity or resource'.

Meeting 9: Teachers as Curriculum Agents

This meeting highlighted the role of teachers not only as implementers but also as critical curriculum makers. Discussions focused on teacher autonomy, professional judgment, and creativity in adapting curriculum to classroom realities. Students shared experiences or observations from fieldwork regarding how teachers interpret national curriculum guidelines. The session underscored the importance of teacher agency in sociological analysis.



The screenshot shows a Moodle course page titled 'Minggu ke 9 : Mengintegrasikan teori dan kebijakan dalam analisis kurikulum'. The page includes a description, a list of indicators, methods, and references. The left sidebar shows course sections like 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', 'Dashboard', and 'Site home'.

Minggu ke 9 : Mengintegrasikan teori dan kebijakan dalam analisis kurikulum

Indikator Penilaian

1. Merancang proposal proyek (literatur/dokumen/studi kasus)

Metode: Diskusi, presentasi kelompok
Bentuk Penilaian: Penilaian Portofolio

Referensi

1. Buku: [1], [2], [6], [8], [9] Literatur lain

Meeting 10: Students and Curriculum Experience

The focus was on students as active participants in the curriculum process. The class analyzed how students' backgrounds, identities, and aspirations affect their engagement with the curriculum. Students reflected on the diversity of learning experiences and the sociological implications of differentiated education. Group discussions encouraged understanding curriculum as lived experience, not merely as written documents.



The screenshot shows a Moodle course page titled 'Minggu ke 10 : Menganalisis dampak kurikulum terhadap ketidaksetaraan sosial'. The page includes a description, a list of indicators, methods, and references. The left sidebar shows course sections like 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', and 'Dashboard'.

Minggu ke 10 : Menganalisis dampak kurikulum terhadap ketidaksetaraan sosial

Indikator Penilaian

1. Mampu menemukan dampak kurikulum terhadap kelompok marginal

Metode: Studi kasus, diskusi panel
Bentuk Penilaian: Penilaian Portofolio

Referensi

1. Buku: [1], [2], [6], [8], [9] Literatur lain

Meeting 11: The Hidden Curriculum and Socialization

Students investigated the concept of the hidden curriculum—values, norms, and attitudes transmitted implicitly through school practices. Using sociological readings, they analyzed how schools socialize students into certain behaviors and expectations. Case studies of classroom interactions were used to illustrate how social hierarchies are reproduced. The meeting encouraged awareness of the subtle dimensions of education.



The screenshot shows the Sintig FISH LMS interface. The left sidebar includes 'Home SIDia', 'Course sections', 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', and 'Dashboard'. The main content area displays a meeting titled 'Minggu ke 11 : Mengembangkan kerangka penulisan artikel analisis kurikulum'. It includes sections for 'Indikator Penilaian' (1. Kedalaman analisis. Bentuk: laporan sementara), 'Metode: Workshop penulisan', 'Bentuk Penilaian: Penilaian Portofolio', and 'Referensi' (1. Buku: [1], [2], [6], [8], [9] Literatur lain).

Meeting 12: Globalization and Curriculum

This meeting explored how globalization influences curriculum content and orientation. Students discussed global citizenship education, multiculturalism, and the role of English as a global language. They evaluated both the opportunities and tensions arising from global curricular trends. Activities included comparative analysis of curriculum policies in Indonesia and neighboring countries.



The screenshot shows the Sintig FISH LMS interface. The left sidebar includes 'Home SIDia', 'Course sections', 'Participants', 'Badges', 'Certificates', 'Competencies', 'Grades', and 'Dashboard'. The main content area displays a meeting titled 'Minggu ke 12 : Menyusun draft artikel analisis kurikulum'. It includes sections for 'Indikator Penilaian' (1. Kedalaman analisis. Bentuk: laporan sementara), 'Metode: Peer review, coaching', 'Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk', and 'Referensi' (1. Buku: [1], [2], [6], [8], [9] Literatur lain).

Meeting 13: Curriculum and Gender Perspective

The session focused on integrating gender analysis into curriculum studies. Students examined how gender bias appears in textbooks, learning materials, and classroom practices. Through critical reflection, they discussed strategies for creating inclusive and equitable learning environments. The session reinforced the sociological role of curriculum in promoting social justice.



The screenshot shows a Moodle course interface. The left sidebar is dark with white text, showing navigation links: Home SIDia, Course sections, Participants, Badges, Certificates, Competencies, Grades, and Dashboard. The main content area has a light blue header with the course name 'Sindig FISH'. Below the header, there is a button to 'Add an activity or resource'. The main content box is titled 'Minggu ke 13 : Memberikan umpan balik kritis terhadap draft artikel'. It contains the following sections: 'Indikator Penilaian' (1. Menyajikan hasil proyek secara argumentatif), 'Metode: Diskusi, review silang', 'Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk', and 'Referensi' (1. Buku: [1], [2], [5], [6], [8] literature lain).

Meeting 14: Curriculum Evaluation and Sociological Critique

This meeting dealt with curriculum evaluation from a sociological standpoint. Students reviewed models of evaluation and considered how social factors—such as power, access, and culture—affect assessment outcomes. The lecturer guided students in designing a mini-evaluation project addressing a social issue in education. The session encouraged applying theory to real-world educational analysis.



The screenshot shows a Moodle course interface, identical to the one in Meeting 13. The left sidebar is dark with white text, showing navigation links: Home SIDia, Course sections, Participants, Badges, Certificates, Competencies, Grades, and Dashboard. The main content area has a light blue header with the course name 'Sindig FISH'. Below the header, there is a button to 'Add an activity or resource'. The main content box is titled 'Minggu ke 14 : Menyempurnakan artikel dengan integrasi teori, data, dan kebijakan'. It contains the following sections: 'Indikator Penilaian' (1. Artikel revisi sesuai standar ilmiah), 'Metode: Project-based learning', 'Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk', and 'Referensi' (1. Buku: [1], [2], [5], [6], [8] literature lain).

Meeting 15: Curriculum Innovation and the Future of Education

Students explored emerging trends in curriculum innovation, including digital learning, character education, and sustainability-based education. The discussion highlighted the sociological implications of technology and global change on education. Students were invited to present their ideas for future-oriented curriculum projects. This meeting encouraged creative and forward-thinking approaches.



Sindig FISH

Home SIDia

Course sections

Participants

Badges

Certificates

Competencies

Grades

Dashboard

Add an activity or resource

Minggu ke 15 : Presentasi hasil artikel ilmiah

Indikator Penilaian

1. Menyajikan hasil analisis kurikulum

Metode: Seminar, presentasi kelompok

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. Buku: [2], [8], [9] Literatur lain

Meeting 16: Final Reflection and Evaluation

The final meeting was dedicated to course reflection and overall evaluation. Students presented summaries of their learning throughout the semester and discussed how sociological perspectives enriched their understanding of curriculum. Feedback sessions and open discussions allowed them to connect theory with personal educational experiences. The course concluded with an appreciation of the sociological dimensions of curriculum in fostering transformative education.



Sindig FISH

Home SIDia

Course sections

Participants

Badges

Certificates

Competencies

Grades

Dashboard

Site home

Calendar

Add an activity or resource

Minggu ke 16 : Ujian Akhir Semester

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. Buku: [2], [8], [9] Literatur lain

Indikator Penilaian

1. Menyusun laporan proyek & artikel sederhana

Metode: Tes tertulis & laporan artikel

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. Buku: [2], [8], [9] Literatur lain