



BLENDED LEARNING OR DISTANCE LEARNING ACHIEVEMENTS

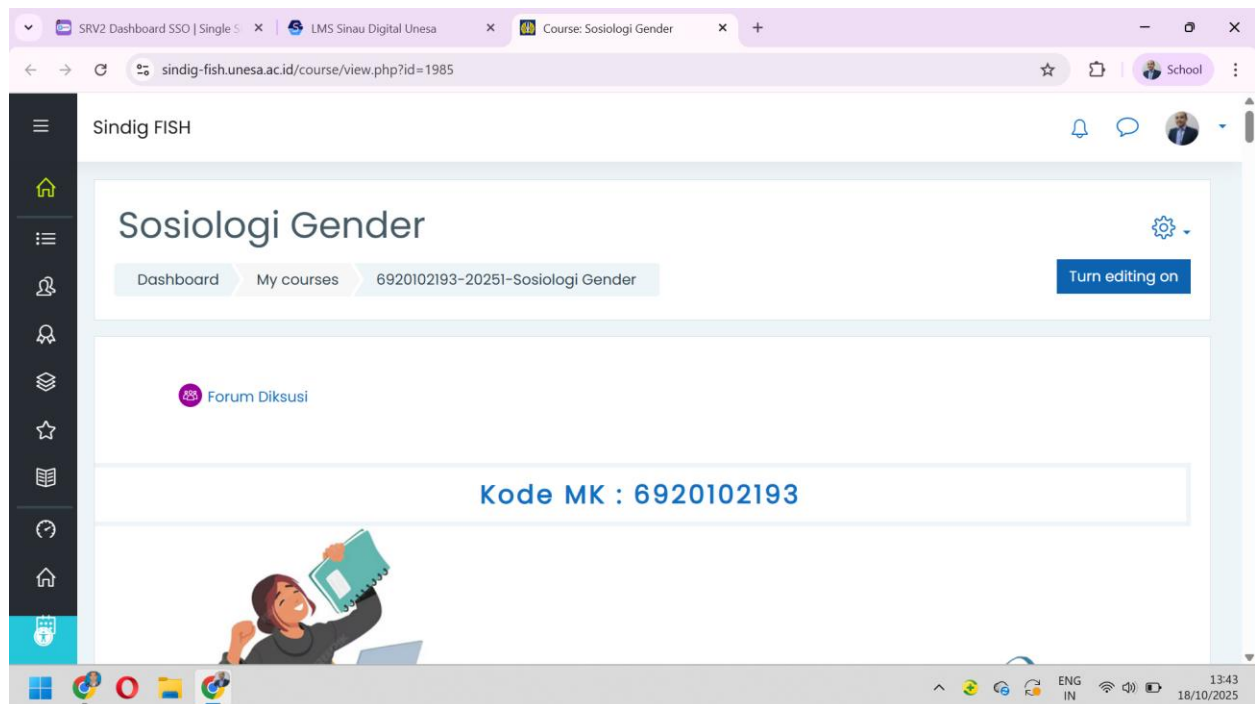
UNDERGRADUATE PROGRAM IN SOCIOLOGY

**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.



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

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, sejawat 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 displays the LMS Sinaw Digital Unesa interface. The browser tabs at the top include 'SRV2 Dashboard SSO | Single S...', 'LMS Sinaw Digital Unesa', and 'Course: Sosiologi Gender'. The address bar shows the URL 'sindig-fish.unesa.ac.id/course/view.php?id=1985'. The interface features a dark sidebar with navigation icons and a main content area. The main content area is titled 'Minggu ke 1 : Mampu menganalisis perbedaan jenis kelamin dan gender'. It lists 'Indikator Penilaian' (Assessment Indicators) with three points: understanding gender and sex types, analyzing differences, and analyzing the absence of gender. The 'Metode' (Method) is 'diskusi' (discussion), and the 'Bentuk Penilaian' (Assessment Form) is 'Aktifitas Partisipatif' (Participatory Activity). The 'Referensi' (References) section lists 'RPS', 'Buku', and 'Ppt'. A 'Pengerjaan Soal Essay' (Essay Question Assignment) section is also visible, with a note to complete the assignment after the class meeting and submit it to the LMS account. The bottom of the screen shows the Windows taskbar with the time 13:44 and date 18/10/2025.

SRV2 Dashboard SSO | Single S... LMS Sinaw Digital Unesa Course: Sosiologi Gender

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

Sindig FISH

Minggu ke 1 : Mampu menganalisis perbedaan jenis kelamin dan gender

Indikator Penilaian

1. Mampu memahami pengertian gender dan jenis kelamin
2. Mampu menganalisis perbedaan gender dan jenis kelamin
3. Mampu menganalisis lahirnya ketidakadilan gender

Metode: diskusi
Bentuk Penilaian: Aktifitas Partisipatif

Referensi

1. RPS
2. Buku
3. Ppt

Pengerjaan Soal Essay

Setelah pertemuan di kelas, kerjakan soal yang terlampir!
Kumpulkan di LMS akun SSO anda

13:44
18/10/2025

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 web browser window with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and displays the following content:

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: Aktivitas 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 web browser window with the address bar displaying `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page header includes the text "Sindig FISH" and navigation icons. A dark sidebar on the left contains various icons for navigation. The main content area features a title box with the text: **Minggu ke 3 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminisme**. Below the title, the page lists evaluation indicators, methods, and references.

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 rekasi 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 web browser window with the address bar displaying `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area is titled "Minggu ke 4 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminisme". Below the title, the page lists evaluation indicators, methods, and references.

Indikator Penilaian

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

Metode: diskusi

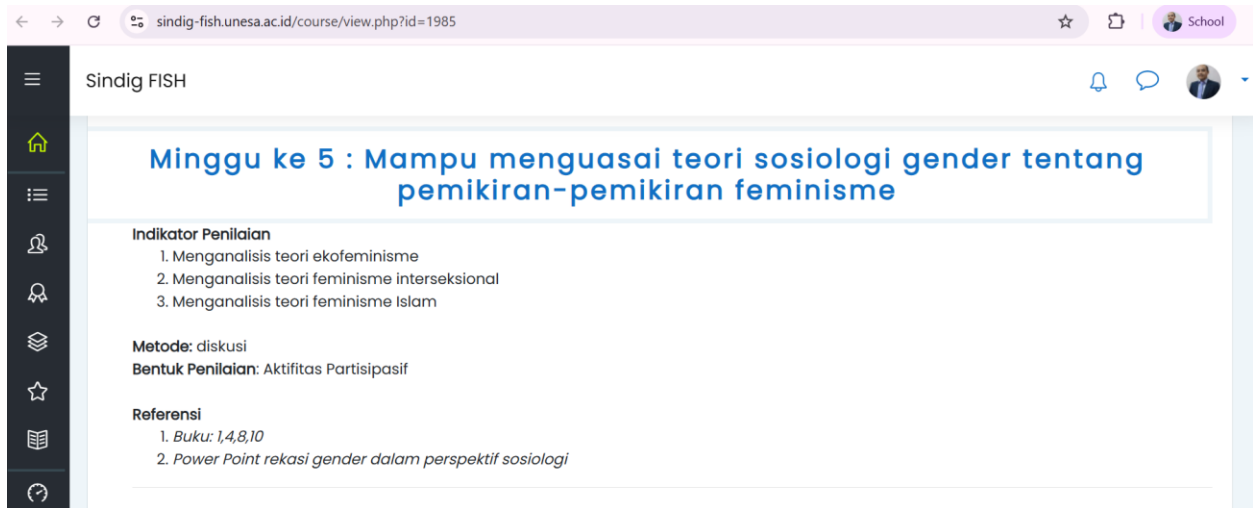
Bentuk Penilaian: Aktifitas Partisipatif

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 web browser window with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area displays the following information:

Minggu ke 5 : Mampu menguasai teori sosiologi gender tentang pemikiran-pemikiran feminisme

Indikator Penilaian

1. Menganalisis teori ekofeminisme
2. Menganalisis teori feminisme interseksional
3. Menganalisis teori feminisme Islam

Metode: diskusi
Bentuk Penilaian: Aktifitas Partisipasif

Referensi

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

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 web browser displaying the course page for 'Sindig FISH'. The browser's address bar shows the URL 'sindig-fish.unesa.ac.id/course/view.php?id=1985'. The page has a dark sidebar with navigation icons and a main content area with a light blue header. The header text is 'Minggu ke 6 : Mengevaluasi gerakan-gerakan feminisme di masyarakat'. Below the header, the page lists evaluation indicators, methods, and references.

Sindig FISH

Minggu ke 6 : Mengevaluasi gerakan-gerakan feminisme di masyarakat

Indikator Penilaian

1. Menjelaskan sejarah gerakan feminisme di dunia
2. Menjelaskan gerakan feminisme di Indonesia
3. Mengevaluasi gerakan feminisme di dunia dan Indonesia

Metode: diskusi
Bentuk Penilaian: Aktivitas Partisipatif

Referensi

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 web browser window with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area displays the following information:

Minggu ke 7 : Menganalisis penelitian sosiologi berbasis gender/feminisme

Indikator Penilaian

1. menjelaskan perbedaan penelitian berbasis gender/feminisme dengan penelitian lainnya dalam sosiologi
2. memahami langkah-langkah penyusunan penelitian sosiologi gender (feminisme)

Metode: diskusi
Bentuk Penilaian: Aktivitas Partisipatif

Referensi

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 web browser displaying the course page for 'Sindig FISH'. The browser's address bar shows the URL 'sindig-fish.unesa.ac.id/course/view.php?id=1985'. The page has a dark sidebar on the left with icons for home, menu, user profile, notifications, layers, star, book, and a circular arrow. The main content area has a header 'Sindig FISH' and a user profile icon. Below the header, there is a blue box with the title 'Minggu ke 8 : Mampu menyusun rencana penelitian sosiologi gender dengan tepat'. Underneath this, the 'Indikator Penilaian' (Assessment Indicators) are listed: 1. Mampu menemukan isu gender yang tepat untuk rencana penelitian, 2. Mampu menyusun rencana judul yang tepat, and 3. Mampu menyusun bab pendahuluan yang tepat dalam konteks riset gender. Below the indicators, the 'Metode' (Method) is 'diskusi dan mengerjakan secara offline' and the 'Bentuk Penilaian' (Assessment Form) is 'Penilaian Hasil Project / Penilaian Produk'. Finally, there is a section for 'Referensi' (References) which is currently empty.

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≡ Sindig FISH 🔔 💬 👤

Minggu ke 8 : Mampu menyusun rencana penelitian sosiologi gender dengan tepat

Indikator Penilaian

1. Mampu menemukan isu gender yang tepat untuk rencana penelitian
2. Mampu menyusun rencana judul yang tepat
3. Mampu menyusun bab pendahuluan yang tepat dalam konteks riset gender

Metode: diskusi dan mengerjakan secara offline
Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

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 web browser displaying the course page for 'Sindig FISH' on the URL sindig-fish.unesa.ac.id/course/view.php?id=1985. The page features a dark sidebar with navigation icons (home, list, user, notifications, layers, star, book) and a main content area. The main content area has a header 'Sindig FISH' and a title 'Minggu ke 9 : Mampu menyusun rencana penelitian sosiologi gender dengan tepat'. Below the title, there are sections for 'Indikator Penilaian' (Assessment Indicators), 'Metode' (Method), 'Bentuk Penilaian' (Assessment Form), and 'Referensi' (References).

Minggu ke 9 : Mampu menyusun rencana penelitian sosiologi gender dengan tepat

Indikator Penilaian

1. Mampu memilih teori yang tepat dalam penelitian gender
2. Mampu menyusun kerangka metodologi penelitian gender

Metode: diskusi dan mengerjakan secara offline

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

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 web browser with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area displays the following information:

Minggu ke 10 : Mampu mengumpulkan data di lapangan sesuai tema yang diangkat dengan tepat

Indikator Penilaian

1. menyusun pedoman wawancara dan observasi lapangan
2. melakukan wawancara mendalam dan observasi lapangan

Metode: diskusi

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. *ppt, buku, jurnal*

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 web browser window with the address bar displaying `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page has a dark sidebar on the left with icons for home, menu, profile, notifications, layers, star, and book. The main content area is titled "Sindig FISH" and features a blue header for "Minggu ke 11 : Mampu menyusun transkrip wawancara dan membuat catatan hasil observasi di lapangan". Below the header, the page lists the following information:

- 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 web browser window with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area displays the following information:

Minggu ke 12 : Mampu menganalisis data hasil dari pengumpulan data penelitian di lapangan

Indikator Penilaian

1. melakukan reduksi data dari transkrip wawancara yang sudah dilakukan
2. mengategorisasikan data sesuai tema
3. menggunakan teori yang dipakai untuk analisis data

Metode: diskusi

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. *ppt, buku, jurnal*

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 web browser window with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area displays the title "Minggu ke 13 : Mampu menyusun kesimpulan hasil penelitian sosiologi gender, hambatan dan tantangan yang dihadapi selama proses penelitian". Below the title, there are sections for "Indikator Penilaian", "Metode", "Bentuk Penilaian", and "Referensi".

Minggu ke 13 : Mampu menyusun kesimpulan hasil penelitian sosiologi gender, hambatan dan tantangan yang dihadapi selama proses penelitian

Indikator Penilaian

1. menarik kesimpulan hasil penelitian
2. menemukan kendala dan hambatan selama penelitian

Metode: diskusi

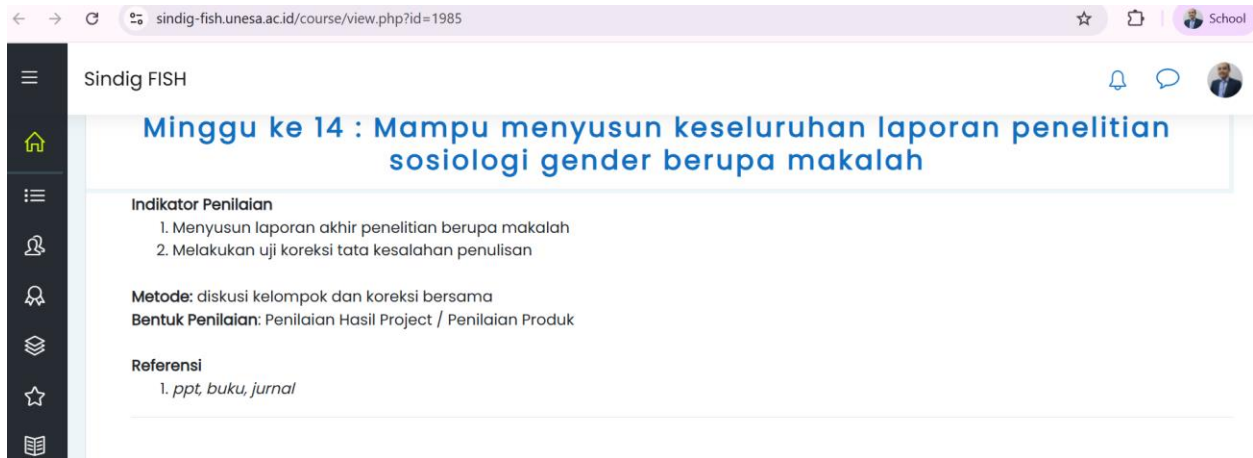
Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. *ppt, buku, jurnal*

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 web browser window with the address bar displaying `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page title is "Sindig FISH". The main content area is titled "Minggu ke 14 : Mampu menyusun keseluruhan laporan penelitian sosiologi gender berupa makalah". Below the title, there are sections for "Indikator Penilaian", "Metode", "Bentuk Penilaian", and "Referensi".

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 web browser window with the URL `sindig-fish.unesa.ac.id/course/view.php?id=1985`. The page is titled "Sindig FISH" and features a sidebar with navigation icons. The main content area displays the following information:

Minggu ke 15 : Mampu mengkomunikasikan hasil laporan penelitian sosiologi gender

Indikator Penilaian

1. Mempresentasikan hasil penelitiannya secara berkelompok
2. Mampu memberikan kelebihan dan kekurangan hasil penelitiannya

Metode: presentasi kelas
Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. *ppt, buku, jurnal*

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 web browser interface with the address bar displaying 'sindig-fish.unesa.ac.id/course/view.php?id=1985'. The page header includes the text 'Sindig FISH' and a user profile icon labeled 'School'. The main content area is titled 'Minggu ke 16 : Mampu mengkomunikasikan hasil laporan penelitian sosiologi gender'. Below the title, there are three sections: 'Indikator Penilaian' (Evaluation Indicators) with two points, 'Metode' (Method) as 'presentasi kelas', 'Bentuk Penilaian' (Evaluation Form) as 'Penilaian Hasil Project / Penilaian Produk', and 'Referensi' (References) with one entry: '1. ppt, buku, jurnal'.

← → ↻ sindig-fish.unesa.ac.id/course/view.php?id=1985 ☆ 📄 School

☰ Sindig FISH 🔔 💬 👤

Minggu ke 16 : Mampu mengkomunikasikan hasil laporan penelitian sosiologi gender

Indikator Penilaian

1. Mempresentasikan hasil penelitiannya secara berkelompok
2. Mampu memberikan kelebihan dan kekurangan hasil penelitiannya

Metode: presentasi kelas
Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk

Referensi

1. ppt, buku, jurnal

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.



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.



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.



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.



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.



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).



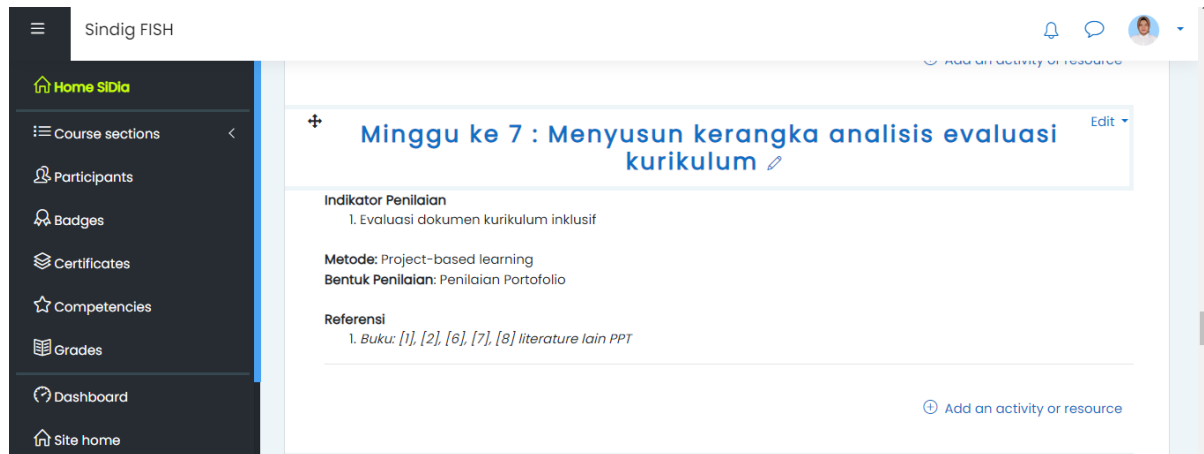
Meeting 6: Curriculum Ideologies and Philosophical Foundations

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.



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.



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.



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.



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.



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.



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.



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 the Sindig FISH LMS interface. On the left is a dark sidebar with a menu containing: Home SIDia, Course sections, Participants, Badges, Certificates, Competencies, Grades, and Dashboard. The main content area has a header with a bell icon, a chat icon, and a user profile icon. Below the header is a blue banner for 'Minggu ke 13 : Memberikan umpan balik kritis terhadap draft artikel' with an 'Edit' button. The content below the banner includes: '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 the Sindig FISH LMS interface for Meeting 14. The sidebar is identical to the previous screenshot. The main content area has a blue banner for 'Minggu ke 14 : Menyempurnakan artikel dengan integrasi teori, data, dan kebijakan' with an 'Edit' button. The content below the banner includes: '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.



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.

