



WORKLOAD ASSESSMENT

**UNDERGRADUATE
PROGRAM IN SOCIOLOGY**

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

PORTOFOLIO FOR
“SOCIAL ENTREPRENEURSHIP COURSE”
ACADEMIC YEAR 2024 / 2025

MODULE COORDINATOR:
Pambudi Handoyo, S.Sos., M.A

TEAMS :

Arief Sudrajat, S.Ant., M.Si
Dr. Agus Machfud Fauzi, M.Si
Eufrasia Kartika Hanindraputri, M.Sos
Wardatul Adawiah, S.Pd., M.Si

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A. Learning Activities Plan

1. Course Identity

Module Name : Social Enterpreneursip
Module Level : Undergraduate Programme
Course Code : 6920102331
Semester/term : 4 / Odd
Module Coordinator : Pambudi Handoyo, S.Sos., M.A.
Lectures :

Arief Sudrajat, S.Ant., M.Si

Dr. Agus Machfud Fauzi, M.Si

Eufrasia Kartika Hanindraputri, M.Sos

Wardatul Adawiah, S.Pd., M.Si

Language : English/Indonesia

Classification within the teaching : Core Mandatory

Teaching : Each week consists of 2 x 50 minutes of lectures (50 minutes/hour)

Format/class per week during semester workload : 2x50 minutes of lectures
Course credits : 2

Requirements Learning General Competence goals/competence :

Students are expected to actively participate in both face-to-face and online learning activities, as well as engage in group projects. They are required to read the main literature before class, prepare reflective notes, and complete structured assignments that support Project Based Learning (PBL). General competence goals:

- To understand the concepts, principles, and theories of social entrepreneurship.
- To analyze social problems using an entrepreneurial approach.
- To design innovative, inclusive, and sustainable social business models.
- To internalize values of collaboration, adaptability, and decision-making in social contexts.

Contents : Social Entrepreneurship until doing a real social entrepreneurship

Attribute of soft skill : Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/ in writing related to solving problem.

Study/Exam Achiev : Student are considered competent and pass if they receive the final grade at least C

Final grades is calculated according to formula= (0.15 x participation) + (0,50 x product) + (0,15 x performance) + (0,20 x exam paper)) Conversion of the 0-100 scale to 0-4 scale and the letters are arranged as follows:

NA Interval (out of 100)	Grade Point	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

Form of media : power point slides

References : Books

1. Canals, J. (2015). *Shaping Entrepreneurial Mindsets: Innovation and Entrepreneurship in Leadership Development*. Palgrave Macmillan.
2. Dey, P., & Steyaert, C. (2018). *Social Entrepreneurship: An Affirmative Critique*. Edward Elgar Publishing.
3. Nicholls, A. (2006). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
4. Praszkie, R., & Nowak, A. (2012). *Social Entrepreneurship: Theory and Practice*. Cambridge University Press.
5. Hamdan, H. (2023). *Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal*. Proxy Media.
6. Anwar, Muhammad. (2017). *Introduction to Entrepreneurship, Theory and Application*. Jakarta: Kencana.
7. Alatabani, A. & Alibhai, S. (2016). *Women Entrepreneurs in Indonesia: A Pathway to Increasing Shared Prosperity*. The World Bank.
8. Allen, K. (2023). *Entrepreneurship For Dummies* (2nd Edition). Wiley Publishing.
9. Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). *Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges*. *Business Horizons*, 63(6), 705–723.
10. Baihaqi, M. (2023). *Soft Skills Most Needed in the Workplace*. Hafara Group.

2. Course Topic:

The course topics cover the basic concepts, theories, models, actors, challenges, opportunities, best practices, proposal writing, sociological foundations, social business models, case analyses, project design, implementation, evaluation, product practice, and final presentation of social entrepreneurship.

3. Lesson Plan
Show the RPS in English

4. Course Assessment
a. Assessment Rubrics

i. Attitudes

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$0 \leq SA < 55$

ii. Knowledge

No	Aspect	Max Score
1	Planning: Background (clear = 3, not too clear = 2, unclear = 1) Problem Statement (good = 3, fair = 2, not accurate = 1)	3 3
2	Implementation: a. Collecting data (Accurate = 3, fair = 2, not accurate = 1) b. Completing data (complete = 3, fair = 2, incomplete = 1) c. Data Analysis (good = 3, fair = 2, poor = 1) d. Summary (good = 3, fair = 2, poor = 1)	3 3 3 3
3	Reporting the result: a. Student report (good = 3, fair = 2, poor = 1) b. Language (good = 3, fair = 2, poor = 1) c. Appearance (attractive = 3, fair = 2, not attractive = 1)	3 3 3

iii. Skills/psychomotor

Aspect	Scale			
	Poor (Score 21 - 40)	Fair (Score 41-60)	Good (Score 61-80)	Excellent (Score ≥ 81)
Communication skill	The presenter was anxious, uncomfortable, and did not make eye contact with the participants	The presenter was calm, the intonation was flat, but lacking of eye contact with the participants	The presenter was calm, used right intonation and always makes eye contact with the participants	The presenter was enthusiastic, right intonation and can foster enthusiasm for the participants
Mastery the material	Always read notes	Sometimes read the notes	Talk without read the notes	Talk without read the notes and make
Ability to answer the question	Unaccurate	Accurate but lack of argument	Accurate but incomplete argument	Accurate and
Power point visualization	Not attractive	Attractive but not systematic	Attractive and systematic	Very attractive and systematic

b. Universitas Negeri Surabaya's Assesment System

Assesment Components	Percentage Contribution
Participatory Activities	25 %
Project Result Assessment / Product Assessment	55 %
Test	15%

B. Course Evaluatiaon and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact Hours	Independent Study
2	3,18	26,64	63,92

2. Assesment of PLO and CLO

Course : Social Entrepreneurship
 SKS : 2 CU
 Program Studi : Undergraduate Accounting Study Program
 Academic : 2024/2025
 Participant : 2023 A, B, C, D, E, F, G, H, I, J

3. Lesson Plan



Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Undergraduate Program in Sociology

Document
Code

SEMESTER LEARNING PLAN

Course	CODE	Course Group	Credit Weight			SEMESTER	Date of Compilation																																																																																																				
Social Entrepreneurship	6920102331	Compulsory Courses of Study Program	T=0	P=2	ECTS=3.18	4	February 20, 2025																																																																																																				
AUTHORIZATION	SP Developer		Course Group Coordinator			Study Program Coordinator																																																																																																					
	Eufrasia Kartika Hanindraputri, M.Sos.				AGUS MACHFUD FAUZI																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO Study program that is charged to the course																																																																																																										
	PLO-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character																																																																																																									
	PLO-8	Able to apply logical, critical, systematic and innovative thinking according to his/her field of expertise in conducting, studying societal problems, changes in technology and science and their impacts in order to produce solutions, ideas, designs or art criticism, compiling scientific descriptions of the results of his/her studies in the form of reports, articles or theses and uploading them;																																																																																																									
	PLO-9	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;																																																																																																									
	PLO-11	able to present and organize alternative solutions in solving social problems, social change, development, especially education and inclusive society, as well as community empowerment;																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Utilizing IT in obtaining sources on basic concepts used to analyze social problems and the urgency of social entrepreneurship.																																																																																																									
	PO - 2	Mastering and calculating sociological concepts as an implementation of social entrepreneurship values and their impacts																																																																																																									
	PO - 3	Making decisions about the sociological concepts that are relevant in identifying the concept of social entrepreneurship.																																																																																																									
	PO - 4	Responsible for individual and group learning performance in realizing entrepreneurial spirit as a form of developing student capabilities.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>PO</th> <th>PLO-2</th> <th>PLO-8</th> <th>PLO-9</th> <th colspan="3">PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>						PO	PLO-2	PLO-8	PLO-9	PLO-11			PO-1	✓						PO-2		✓					PO-3			✓				PO-4				✓		✓																																																																	
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PO Matrix for Final Abilities of Each Learning Stage (Sub-PO)																																																																																																											
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Brief Description of Course	The Social Entrepreneurship course explores the concepts, principles, and practices of entrepreneurship oriented toward social change. It is designed to equip students with a critical understanding of how innovation and business models can be used to address social and environmental issues sustainably.																																																																																																										
Library	Main :																																																																																																										

1. Canals, J. (2015). *Shaping Entrepreneurial Mindsets: Innovation and Entrepreneurship in Leadership Development*. Palgrave Macmillan.
2. Dey, P., & Steyaert, C. (2018). *Social Entrepreneurship: An Affirmative Critique*. Edward Elgar Publishing.
3. Nicholls, A. (2006). *Social Entrepreneurship: New Models of Sustainable Social Change*. Oxford University Press.
4. Praszker, R., & Nowak, A. (2012). *Social Entrepreneurship: Theory and Practice*. Cambridge University Press.
5. Hamdan, H. (2023). *Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal*. Proxy Media.
6. Anwar, Muhammad. (2017). *Pengantar Kewirausahaan, Teori dan Aplikasi*. Jakarta : Kencana.
7. Alatabani, A. & Alibhai, S. (2016). *Women Entrepreneurs in Indonesia: A Pathway to Increasing Shared Prosperity*. The World Bank.
8. Allen, K. (2023). *Entrepreneurship For Dummies (2nd Edition)*. Wiley Publishing.
9. Altenburg, T. (2000). *Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies*. German Development Institute.
10. Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). *Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges*. *Business Horizons*, 63(6), 705-723.
11. Baihaqi, M. (2023). *Soft Skill yang Paling Dibutuhkan di Lingkungan Kerja*. Hafara Group.

Supporters:

Supporting lecturer

ARIEF SUDRAJAT
 AGUS MACHFUD FAUZI
 PAMBUDI HANDOYO
 EUFRASIA KARTIKA HANINDRAPUTRI
 WARDATUL ADAWIAH
 Arief Sudrajat, S.Ant., M.Si.
 Arief Sudrajat, S.Ant., M.Si.
 Wardatul Adawiah, S.Pd., M.Si.
 Wardatul Adawiah, S.Pd., M.Si.
 Dr. Agus Machfud Fauzi, M.Si.
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 Eufrasia Kartika Hanindraputri, M.Sos.
 Eufrasia Kartika Hanindraputri, M.Sos.
 Pambudi Handoyo, S.Sos., M.A.
 Pambudi Handoyo, S.Sos., M.A.

Week 4	Final ability of each learning stage (Sub-PO)	Evaluation		Learning Assistance, Learning methods, Student Assignments, [Estimated Time]		Learning materials [Library]	Assessment Weight (%)
		Indicator	Criteria & Forms	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identifying basic theories regarding social entrepreneurship	Concept and Theory of Social Entrepreneurship;	Criteria: discussion Assessment Form : Participatory Activity	Expository, Lecture, discussion 100		Material: concepts and theories of social entrepreneurship Bibliography: <i>Dey, P., & Steyaert, C. (2018). Social Entrepreneurship: An Affirmative Critique. Edward Elgar Publishing.</i> Material: social entrepreneurship Reference: <i>Dey, P., & Steyaert, C. (2018). Social Entrepreneurship: An Affirmative Critique. Edward Elgar Publishing.</i>	5%
2	Identify the concepts, theories, models, processes and groups involved in social entrepreneurship.	Able to understand the concepts, theories, models and processes of group involvement	Criteria: Expository, Lecture, discussion Assessment Form : Participatory Activity	Social Entrepreneurship Business Development Model 100		Material: social entrepreneurship business development\ Bibliography: <i>Dey, P., & Steyaert, C. (2018). Social Entrepreneurship: An Affirmative Critique. Edward Elgar Publishing.</i> Material: social entrepreneurship model Bibliography: <i>Dey, P., & Steyaert, C. (2018). Social Entrepreneurship: An Affirmative Critique. Edward Elgar Publishing.</i>	5%

3	Able to identify concepts and theories of social entrepreneurship	Understand the concepts, theories, models, processes and groups involved	<p>Criteria: Presentation Suitability</p> <p>Assessment Form : Participatory Activity</p>	Expository, Lecture, discussion 100		<p>Material: groups and communities involved</p> <p>Bibliography: <i>Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.</i></p> <hr/> <p>Material: Marshalling social entrepreneurship</p> <p>References: <i>Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons, 63(6), 705-723.</i></p>	5%
4	Analyzing the challenges and opportunities of social entrepreneurship	Able to analyze challenges and provide solutions from social entrepreneurship	<p>Criteria: The suitability of the explanation of the opportunities and challenges of social entrepreneurship</p> <p>Assessment Form : Participatory Activities, Project Result Assessment / Product Assessment</p>	Expository, Lecture, discussion 100		<p>Material: groups and communities involved</p> <p>Bibliography: <i>Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.</i></p>	5%
5	Analyzing the challenges and opportunities of social entrepreneurship	Explain and identify best practices in social entrepreneurship	<p>Criteria: conformity of understanding with best practices of social entrepreneurship</p> <p>Assessment Form : Participatory Activities, Project Result Assessment / Product Assessment</p>	Expository, Lecture, discussion 100		<p>Material: groups and communities involved</p> <p>Bibliography: <i>Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.</i></p> <hr/> <p>Material: social entrepreneurship and its implementation in society.</p> <p>Bibliography: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNCs and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i></p>	5%

6	Developing understanding and writing of social entrepreneurship proposals.	Explains the basic concepts of sociology and their application in social entrepreneurship.	<p>Criteria: the suitability of the explanation of basic sociological concepts and their application in social entrepreneurship</p> <p>Assessment Form : Participatory Activity</p>	Implementing basic concepts of sociology and their application in social entrepreneurship.		<p>Material: Gender Equality Index, Life Satisfaction Index, Human Development Index and Development Indicators</p> <p>Bibliography: <i>Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons, 63(6), 705-723.</i></p> <hr/> <p>Material: Gender Equality Index, Life Satisfaction Index, Human Development Index and Development Indicators</p> <p>Reference: <i>Baihaqi, M. (2023). The Most Needed Soft Skills in the Workplace. Hafara Group.</i></p> <hr/> <p>Material: hooks to become a young entrepreneur</p> <p>Bibliography: <i>Allen, K. (2023). Entrepreneurship For Dummies (2nd Edition). Wiley Publishing.</i></p>	5%
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7	Developing understanding and writing of social entrepreneurship proposals.	Explains the basic concepts of sociology and their application in social entrepreneurship.	Criteria: Conformity of understanding of sociological concepts	Explains the basic concepts of sociology and their application in social entrepreneurship.		Material: Gender Equality Index, Life Satisfaction Index, Human Development Index and Development Indicators Bibliography: <i>Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons, 63(6), 705-723.</i> <hr/> Material: Gender Equality Index, Life Satisfaction Index, Human Development Index and Development Indicators Reference: <i>Baihaqi, M. (2023). The Most Needed Soft Skills in the Workplace. Hafara Group.</i> <hr/> Material: hooks to become a young entrepreneur Bibliography: <i>Allen, K. (2023). Entrepreneurship For Dummies (2nd Edition). Wiley Publishing.</i>	5%
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8	Developing understanding and writing of social entrepreneurship proposals.	Able to identify basic concepts of sociology and their application in social entrepreneurship.	<p>Criteria: Suitability of Tasks in Writing Social Entrepreneurship Proposals</p> <p>Assessment Form : Test</p>	Explains the basic concepts of sociology and their application in social entrepreneurship.		<p>Material: Gender Equality Index, Life Satisfaction Index, Human Development Index and Development Indicators</p> <p>Bibliography: <i>Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons, 63(6), 705-723.</i></p> <p>Material: Gender Equality Index, Life Satisfaction Index, Human Development Index and Development Indicators</p> <p>Reference: <i>Baihaqi, M. (2023). The Most Needed Soft Skills in the Workplace. Hafara Group.</i></p> <p>Material: hooks to become a young entrepreneur</p> <p>Bibliography: <i>Allen, K. (2023). Entrepreneurship For Dummies (2nd Edition). Wiley Publishing.</i></p>	15%
9	Able to convey and analyze business models with the characteristics of social entrepreneurship, namely social innovation	Conducting case analysis of problems in developing social entrepreneurship	<p>Criteria: Presentation Suitability</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivism, Implementation of Business Forms and Discussion		<p>Material: - Definition and Characteristics of Virtual Society - Virtual Community and Social Interaction</p> <p>Bibliography: <i>Hamdan, H. (2023). Sociopreneur in Entrepreneurship: Reasons, Impacts, and Implementation on Local Wisdom. Proxy Media.</i></p> <p>Material: Explanation of Entrepreneurship theory and application</p> <p>References: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p>	5%

10	Able to convey and analyze business models with the characteristics of social entrepreneurship, namely social innovation	Conducting case analysis of problems in developing social entrepreneurship.	<p>Criteria: The suitability of analysis in the development of social entrepreneurship</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivism, Implementation of Business Forms and Discussion		<p>Material: - Definition and Characteristics of Virtual Society - Virtual Community and Social Interaction</p> <p>Bibliography: <i>Hamdan, H. (2023). Sociopreneur in Entrepreneurship: Reasons, Impacts, and Implementation on Local Wisdom. Proxy Media.</i></p> <hr/> <p>Material: Explanation of Entrepreneurship theory and application</p> <p>References: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: Introduction to Entrepreneurship</p> <p>Bibliography: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p>	5%
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11	Creating a Social Entrepreneurship Business Proposal	Conducting case analysis of problems in developing social entrepreneurship	<p>Criteria: Able to design and implement research on the development of social entrepreneurship</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivism, Implementation of Business Forms and Discussion		<p>Material: - Definition and Characteristics of Virtual Society - Virtual Community and Social Interaction</p> <p>Bibliography: <i>Hamdan, H. (2023). Sociopreneur in Entrepreneurship: Reasons, Impacts, and Implementation on Local Wisdom. Proxy Media.</i></p> <hr/> <p>Material: Explanation of Entrepreneurship theory and application</p> <p>References: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: Introduction to Entrepreneurship</p> <p>Bibliography: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: differences between TNCs and SMEs</p> <p>Reference: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i></p>	5%
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12	Conducting case analysis of problems in developing social entrepreneurship	Identifying and selecting concepts and methods to implement the business.	<p>Criteria: conformity with the project design in the work title</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivism, Implementation of Business Forms and Discussion		<p>Material: - Definition and Characteristics of Virtual Society - Virtual Community and Social Interaction</p> <p>Bibliography: <i>Hamdan, H. (2023). Sociopreneur in Entrepreneurship: Reasons, Impacts, and Implementation on Local Wisdom. Proxy Media.</i></p> <hr/> <p>Material: Explanation of Entrepreneurship theory and application</p> <p>References: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: Introduction to Entrepreneurship</p> <p>Bibliography: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: differences between TNCs and SMEs</p> <p>Reference: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i></p>	5%
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13	Able to create and analyze business models with social entrepreneurship characteristics through work titles	Conducting case analysis of problems in developing social entrepreneurship.	<p>Criteria: Compliance of the plan with the title of the work</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivism, Implementation of Business Forms and Discussion		<p>Material: - Definition and Characteristics of Virtual Society - Virtual Community and Social Interaction</p> <p>Bibliography: <i>Hamdan, H. (2023). Sociopreneur in Entrepreneurship: Reasons, Impacts, and Implementation on Local Wisdom. Proxy Media.</i></p> <hr/> <p>Material: Explanation of Entrepreneurship theory and application</p> <p>References: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: Introduction to Entrepreneurship</p> <p>Bibliography: <i>Anwar, Muhammad. (2017). Introduction to Entrepreneurship, Theory and Application. Jakarta: Kencana.</i></p> <hr/> <p>Material: differences between TNCs and SMEs</p> <p>Reference: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i></p>	5%
14	Evaluating business models with social entrepreneurship characteristics through work titles	Practice of business products.	<p>Criteria: Conformity of product or system practices to business results</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	offline 100		<p>Material: TNC SMES</p> <p>Reference: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i></p>	5%

15	Able to convey and analyze business models with social entrepreneurship characteristics through work titles	Practice of business products.	Criteria: Conformity of product or system practices to business results Form of Assessment : Project Results Assessment / Product Assessment	offline 100		Material: TNC SMES Reference: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	5%
16	Able to convey and analyze business models with social entrepreneurship characteristics through work titles	Practice of business products.	Criteria: Conformity of product or system practices to business results Form of Assessment : Project Results Assessment / Product Assessment	offline 100		Material: TNC SMES Reference: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	15%

Recap of Evaluation Percentage: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Result Assessment / Product Assessment	55%
3.	Test	15%
		95%

Notes

- Study Program Graduate Learning Outcomes (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
- The PLO assigned to a course** is a number of learning outcomes of study program graduates (CPL-Study Program) which are used to form/develop a course consisting of aspects of attitude, general skills, specific skills and knowledge.
- Program Objectives (PO)** are the abilities that are specifically described in the PLO that are assigned to the course, and are specific to the study material or learning material of the course.
- Sub-PO Course (Sub-PO)** is a capability that is specifically described from PO that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and results of student learning are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment criteria** are benchmarks used to measure or quantify learning achievement in assessments based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
- The assessment weight** is the percentage of the assessment for each sub-PO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-PO, and the total is 100%.
- TM=Face to Face, PT=Structured Assignment, BM=Independent Learning.

This RPS has been validated on July 29, 2025

Coordinator of the Undergraduate
Program in Sociology



AGUS MACHFUD FAUZI
NIDN 0016087608

UPM Undergraduate Program in
Sociology



NIDN 0024097604

VALID

4. Programme Learning Outcomes (PLO)-Course Learning Outcomes (CLOs)

PLO Study program that is charged to the course	
PLO-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character
PLO-8	Able to apply logical, critical, systematic and innovative thinking according to his/her field of expertise in conducting, studying societal problems, changes in technology and science and their impacts in order to produce solutions, ideas, designs or art criticism, compiling scientific descriptions of the results of his/her studies in the form of reports, articles or theses and uploading them;
PLO-9	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;
PLO-11	able to present and organize alternative solutions in solving social problems, social change, development, especially education and inclusive society, as well as community empowerment.

Program Objectives (PO)	
PO - 1	Utilizing IT in obtaining sources on basic concepts used to analyze social problems and the urgency of social entrepreneurship.
PO - 2	Mastering and calculating sociological concepts as an implementation of social entrepreneurship values and their impacts
PO - 3	Making decisions about the sociological concepts that are relevant in identifying the concept of social entrepreneurship.
PO - 4	Responsible for individual and group learning performance in realizing entrepreneurial spirit as a form of developing student capabilities.

PLO-PO Matrix					
	PO	PLO-2	PLO-8	PLO-9	PLO-11
	PO-1	✓			
	PO-2		✓		
	PO-3			✓	
	PO-4				✓

PO Matrix for Final Abilities of Each Learning Stage (Sub-PO)																	
	PO	Week To															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1	✓															
	PO-2		✓				✓										
	PO-3			✓		✓		✓							✓	✓	✓
	PO-4				✓				✓	✓	✓	✓	✓	✓			

EVALUATION OF CPL FOR THE SOCIAL ENTREPRENEUR COURSE



APPENDICES 1

Social Entrepreneurship Poster Exhibition Assessment Rubric

No	Assessment Aspects	Percen	Indicator	Criteria			
				Excellent (>90)	Good (80-89)	Average (70-79)	Poor (<60)
1	Originality of Ideas / Social Innovation Concept	50	Social entrepreneurship ideas are unique, not imitating existing projects, and show independent thinking.	Idea is very clear, detailed, and realistic.	Only partially clear and detailed, less realistic.	Idea is unclear and not detailed but fairly realistic.	Idea is irrelevant.
			Clarity and relevance of social impact on economic improvement, community welfare, environmental sustainability, or inclusion of vulnerable groups..	Impact is highly measurable, covering economic, environmental, and social aspects, and inclusive.	Impact only reflects certain aspects.	Focuses only on one specific impact.	No relevant social impact.
			Ability to present new approaches to existing social problems.	Innovative and creative approach in designing solutions to social problems.	Approach or strategy is commonly used.	Approach or strategy imitates others.	Approach/strategy is irrelevant.
2	Poster Visual Appearance	50	Aesthetics, choice of colors, design orderliness, and clarity of visual structure.	Very attractive visual appearance.	Attractive appearance but with poor orderliness.	Less attractive appearance.	Unattractive appearance.
			Language used is formal, easy to understand, free from grammatical	Language is very clear and easy to understand.	Language is understandable but with some grammatical errors.	Language is less understandable.	Language is very difficult to understand.

			errors, and pleasant to read.				
			Information is organized systematically and easy to comprehend, with logical flow and clarity.	Information is very systematic, logical, and easy to follow.	Information is systematic and logical, but somewhat confusing.	Information is less systematic and confusing.	Information is not systematic, illogical, and confusing.
			Poster follows requirements on size, margins, font, word count, and other technical guidelines.	Poster fully complies with format and guidelines.	Poster partially complies with format and guidelines.	Poster does not comply with format and guidelines.	Poster is highly irrelevant to format and guidelines.
			Documentations	Provides documentation of the process from proposal preparation to poster in an orderly manner.	Provides documentation with only a few photos.	Provides documentation but submitted past the deadline.	No documentation submitted.

APPENDICES 2



Universitas Negeri Surabaya
Fakultas Ilmu Sosial dan Ilmu Politik
Program Studi S1 Sosiologi

Kode
Dokumen

JURNAL PERKULIAHAN

MATA KULIAH / KELAS	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	PERIODE
Kewirausahaan Sosial / Kelas 2023H	6920102331	Mata Kuliah Wajib Program Studi	T=0	P=2	ECTS=3.18	4	2024/2025 Genap

Deskripsi Singkat MK Mata kuliah Kewirausahaan Sosial membahas konsep, prinsip, dan praktik kewirausahaan yang berorientasi pada perubahan sosial. Kursus ini dirancang untuk membekali mahasiswa dengan pemahaman kritis mengenai bagaimana inovasi dan model bisnis dapat digunakan untuk mengatasi masalah sosial dan lingkungan secara berkelanjutan.

Mg Ke	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mengidentifikasi teori dasar mengenai kewirausahaan sosial	Konsep dan Teori Kewirausahaan Sosial ;	Kriteria: diskusi Bentuk Penilaian : Aktifitas Partisipasif	Ekspositoris, Ceramah, diskusi 100		Materi: konsep dan teori kewirausahaan sosial Pustaka: Dey, P., & Steyaert, C. (2018). <i>Social Entrepreneurship: An Affirmative Critique</i> . Edward Elgar Publishing. Materi: social entrepreneurship Pustaka: Dey, P., & Steyaert, C. (2018). <i>Social Entrepreneurship: An Affirmative Critique</i> . Edward Elgar Publishing.	5%
Pertemuan ke 1 Tanggal : 7 Februari 2025 Topik : Memahami Teori Dasar Mengenai Kewirausahaan Sosial Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.							
2	Mengidentifikasi konsep, teori, model, proses dan kelompok yang terlibat dalam kewirausahaan sosial	Mampu memahami konsep, teori, model dan proses kelompok terlibat	Kriteria: Ekspositoris, Ceramah, diskusi Bentuk Penilaian : Aktifitas Partisipasif	Model Pengembangan Bisnis Kewirausahaan Sosial 100		Materi: pengembangan bisnis kewirausahaan sosial Pustaka: Dey, P., & Steyaert, C. (2018). <i>Social Entrepreneurship: An Affirmative Critique</i> . Edward Elgar Publishing. Materi: model kewirausahaan sosial Pustaka: Dey, P., & Steyaert, C. (2018). <i>Social Entrepreneurship: An Affirmative Critique</i> . Edward Elgar Publishing.	5%

<p>Pertemuan ke 2 Tanggal : 14 Februari 2025 Topik : Memahami Konsep, Teori, Model , Proses Dan Kelompok Yang Terlibat Dalam Kewirausahaan Sosial Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.</p>							
3	Mampu mengidentifikasi konsep, teori dari kewirausahaan sosial	Memahami konsep, teori, model , proses dan kelompok yang terlibat	Kriteria: Kesesuaian Presentasi Bentuk Penilaian : Aktifitas Partisipasif	Ekspositoris, Ceramah, diskusi 100		Materi: kelompok dan komunitas yang terlibat Pustaka: <i>Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.</i> Materi: Marshalling social entrepreneurship Pustaka: <i>Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons, 63(6), 705-723.</i>	5%
<p>Pertemuan ke 3 Tanggal : 21 Februari 2025 Topik : Mampu Mengidentifikasi Konsep, Teori Dari Kewirausahaan Sosial Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.</p>							
4	Menganalisa tantangan dan peluang kewirausahaan sosial	Mampu menganalisa tantangan dan memberikan solusi dari kewirausahaan sosial	Kriteria: Kesesuaian penjelasan tentang peluang dan tantangan kewirausahaan sosial Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Ekspositoris, Ceramah, diskusi 100		Materi: kelompok dan komunitas yang terlibat Pustaka: <i>Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.</i>	5%
<p>Pertemuan ke 4 Tanggal : 28 Februari 2025 Topik : Memahami Tantangan Dan Peluang Kewirausahaan Sosial Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.</p>							

5	Menganalisa tantangan dan peluang kewirausahaan sosial	Menjelaskan dan mengidentifikasi best practice dalam kewirausahaan sosial	Kriteria: kesesuaian pemahaman dengan best practice kewirausahaan sosial Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Ekspositoris, Ceramah, diskusi 100	Materi: kelompok dan komunitas yang terlibat Pustaka: <i>Nicholls, A. (2006). Social Entrepreneurship: New Models of Sustainable Social Change. Oxford University Press.</i> <hr/> Materi: kewirausahaan sosial dan implementasinya di masyarakat Pustaka: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	5%
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Pertemuan ke 5

Tanggal : 7 Maret 2025
Topik : Memahami Tantangan Dan Peluang Kewirausahaan Sosial
Jumlah Mahasiswa : 39
Dosen : Arief Sudrajat, S.Ant., M.Si.

6	Mengembangkan pemahaman dan penulisan proposal kewirausahaan sosial.	Menjelaskan konsep-konsep dasar sosiologi dan penerapannya dalam kewirausahaan sosial.	<p>Kriteria: kesesuaian penjelasan konsep dasar sosiologi dan penerapan dalam kewirausahaan sosial</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	Mengimplementasikan konsep-konsep dasar sosiologi dan penerapannya dalam kewirausahaan sosial.	<p>Materi: Indeks Kesetaraan Gender, Indeks Kepuasan Hidup, Indeks Pembangunan Manusia dan Indikator Pembangunan</p> <p>Pustaka: Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). <i>Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons</i>, 63(6), 705-723.</p> <hr/> <p>Materi: Indeks Kesetaraan Gender, Indeks Kepuasan Hidup, Indeks Pembangunan Manusia dan Indikator Pembangunan</p> <p>Pustaka: Baihaqi, M. (2023). <i>Soft Skill yang Paling Dibutuhkan di Lingkungan Kerja</i>. Hafara Group.</p> <hr/> <p>Materi: kait menjadi pengusaha muda</p> <p>Pustaka: Allen, K. (2023). <i>Entrepreneurship For Dummies (2nd Edition)</i>. Wiley Publishing.</p>	5%
<p>Pertemuan ke 6 Tanggal : 14 Maret 2025 Topik : Mengembangkan Pemahaman Dan Penulisan Proposal Kewirausahaan Sosial. Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.</p>						

7	Mengembangkan pemahaman dan penulisan proposal kewirausahaan sosial.	Menjelaskan konsep-konsep dasar sosiologi dan penerapannya dalam kewirausahaan sosial.	Kriteria: Kesesuaian pemahaman konsep sosiologi	Menjelaskan konsep-konsep dasar sosiologi dan penerapannya dalam kewirausahaan sosial.	<p>Materi: Indeks Kesetaraan Gender, Indeks Kepuasan Hidup, Indeks Pembangunan Manusia dan Indikator Pembangunan</p> <p>Pustaka: Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). <i>Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons</i>, 63(6), 705-723.</p> <hr/> <p>Materi: Indeks Kesetaraan Gender, Indeks Kepuasan Hidup, Indeks Pembangunan Manusia dan Indikator Pembangunan</p> <p>Pustaka: Baihaqi, M. (2023). <i>Soft Skill yang Paling Dibutuhkan di Lingkungan Kerja</i>. Hafara Group.</p> <hr/> <p>Materi: kait menjadi pengusaha muda</p> <p>Pustaka: Allen, K. (2023). <i>Entrepreneurship For Dummies (2nd Edition)</i>. Wiley Publishing.</p>	5%
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Pertemuan ke 7

Tanggal : 21 Maret 2025
 Topik : Mengembangkan Pemahaman Dan Penulisan Proposal Kewirausahaan Sosial.
 Jumlah Mahasiswa : 39
 Dosen : Arief Sudrajat, S.Ant., M.Si.

8	Mengembangkan pemahaman dan penulisan proposal kewirausahaan sosial.	Mampu mengidentifikasi konsep-konsep dasar sosiologi dan penerapannya dalam kewirausahaan sosial.	Kriteria: Kesesuaian Tugas dalam penulisan proposal kewirausahaan sosial Bentuk Penilaian : Tes	Menjelaskan konsep-konsep dasar sosiologi dan penerapannya dalam kewirausahaan sosial.	Materi: Indeks Kesetaraan Gender, Indeks Kepuasan Hidup, Indeks Pembangunan Manusia dan Indikator Pembangunan Pustaka: Bacq, S., Geoghegan, W., Josefy, M., Stevenson, R., & Williams, T. (2020). <i>Marshaling Social Entrepreneurship to Rapidly Respond to Urgent Grand Challenges. Business Horizons</i> , 63(6), 705-723. Materi: Indeks Kesetaraan Gender, Indeks Kepuasan Hidup, Indeks Pembangunan Manusia dan Indikator Pembangunan Pustaka: Baihaqi, M. (2023). <i>Soft Skill yang Paling Dibutuhkan di Lingkungan Kerja</i> . Hafara Group. Materi: kait menjadi pengusaha muda Pustaka: Allen, K. (2023). <i>Entrepreneurship For Dummies (2nd Edition)</i> . Wiley Publishing.	15%
Pertemuan ke 8 Tanggal : 28 Maret 2025 Topik : Mengembangkan Pemahaman Dan Penulisan Proposal Kewirausahaan Sosial. Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.						

9	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan kewirausahaan sosial yaitu inovasi sosial	Melakukan analisa kasus masalah dalam pengembangan kewirausahaan sosial	Kriteria: Kesesuaian Presentasi Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Konstrutivistik,Implementasi bentuk Usaha dan Diskusi	Materi: - Definisi dan Karakteristik Masyarakat Maya - Komunitas Virtual dan Interaksi Sosial Pustaka: Hamdan, H. (2023). <i>Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal. Proxy Media.</i> Materi: Penjabaran Kewirausahaan teori dan aplikasi Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i>	5%
Pertemuan ke 9 Tanggal : 4 April 2025 Topik : Mampu Menyampaikan Dan Menganalisa Model Usaha Dengan Kekhasan Kewirausahaan Sosial Yaitu Inovasi Sosial Jumlah Mahasiswa : 39 Dosen : Wardatul Adawiah, S.Pd., M.Si.						
10	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan kewirausahaan sosial yaitu inovasi sosial	Melakukan analisa kasus masalah dalam pengembangan kewirausahaan sosial.	Kriteria: Kesesuaian analisa dalam pengembangan kewirausahaan sosial Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Konstrutivistik,Implementasi bentuk Usaha dan Diskusi	Materi: - Definisi dan Karakteristik Masyarakat Maya - Komunitas Virtual dan Interaksi Sosial Pustaka: Hamdan, H. (2023). <i>Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal. Proxy Media.</i> Materi: Penjabaran Kewirausahaan teori dan aplikasi Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i> Materi: Pengantar Kewirausahaan Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i>	5%
Pertemuan ke 10 Tanggal : 11 April 2025 Topik : Mampu Menyampaikan Dan Menganalisa Model Usaha Dengan Kekhasan Kewirausahaan Sosial Yaitu Inovasi Sosial Jumlah Mahasiswa : 39 Dosen : Wardatul Adawiah, S.Pd., M.Si.						

11	Menciptakan Proposal Bisnis Kewirausahaan Sosial	Melakukan analisa kasus masalah dalam pengembangan kewirausahaan sosial	<p>Kriteria: Mampu merancang dan melaksanakan penelitian tentang pengembangan kewirausahaan sosial</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Konstrutivistik, Implementasi bentuk Usaha dan Diskusi	<p>Materi: - Definisi dan Karakteristik Masyarakat Maya - Komunitas Virtual dan Interaksi Sosial</p> <p>Pustaka: <i>Hamdan, H. (2023). Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal. Proxy Media.</i></p> <hr/> <p>Materi: Penjabaran Kewirausahaan teori dan aplikasi</p> <p>Pustaka: <i>Anwar, Muhammad. (2017). Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i></p> <hr/> <p>Materi: Pengantar Kewirausahaan</p> <p>Pustaka: <i>Anwar, Muhammad. (2017). Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i></p> <hr/> <p>Materi: perbedaan TNC dan SMEs</p> <p>Pustaka: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i></p>	5%
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Pertemuan ke 11

Tanggal : 18 April 2025
 Topik : Merumuskan Urgensi Kewirausahaan Sosial
 Jumlah Mahasiswa : 39
 Dosen : Arief Sudrajat, S.Ant., M.Si.

12	Melakukan analisa kasus masalah dalam pengembangan kewirausahaan sosial	Mengidentifikasi dan Memilih Konsep, dan Metode untuk mengimplementasikan usahanya.	Kriteria: kesesuaian dengan rancangan project dalam gelar karya Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Konstrutivistik,Implementasi bentuk Usaha dan Diskusi		Materi: - Definisi dan Karakteristik Masyarakat Maya - Komunitas Virtual dan Interaksi Sosial Pustaka: Hamdan, H. (2023). <i>Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal. Proxy Media.</i> <hr/> Materi: Penjabaran Kewirausahaan teori dan aplikasi Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i> <hr/> Materi: Pengantar Kewirausahaan Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i> <hr/> Materi: perbedaan TNC dan SMEs Pustaka: Altenburg, T. (2000). <i>Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	5%
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Pertemuan ke 12

Tanggal : 25 April 2025
Topik : Melakukan Analisa Kasus Masalah Dalam Pengembangan Kewirausahaan Sosial
Jumlah Mahasiswa : 39
Dosen : Wardatul Adawiah, S.Pd., M.Si.

13	Mampu menciptakan dan menganalisa model usaha dengan kekhasan kewirausahaan sosial melalui gelar karya	Melakukan analisa kasus masalah dalam pengembangan kewirausahaan sosial.	Kriteria: Kesesuaian rencana dengan gelar karya Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Konstruktivistik, Implementasi bentuk Usaha dan Diskusi		Materi: - Definisi dan Karakteristik Masyarakat Maya - Komunitas Virtual dan Interaksi Sosial Pustaka: Hamdan, H. (2023). <i>Sociopreneur dalam Kewirausahaan: Alasan, Dampak, dan Implementasi Pada Kearifan Lokal. Proxy Media.</i> <hr/> Materi: Penjabaran Kewirausahaan teori dan aplikasi Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i> <hr/> Materi: Pengantar Kewirausahaan Pustaka: Anwar, Muhammad. (2017). <i>Pengantar Kewirausahaan, Teori dan Aplikasi. Jakarta : Kencana.</i> <hr/> Materi: perbedaan TNC dan SMEs Pustaka: Altenburg, T. (2000). <i>Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	5%
Pertemuan ke 13 Tanggal : 2 Mei 2025 Topik : Mampu Menyampaikan Dan Menganalisa Model Usaha Dengan Kekhasan Kewirausahaan Sosial Melalui Gelar Karya Jumlah Mahasiswa : 39 Dosen : Wardatul Adawiah, S.Pd., M.Si.							
14	Mengevaluasi model usaha dengan kekhasan kewirausahaan sosial melalui gelar karya	Praktek produk hasil usaha.	Kriteria: Kesesuaian Praktek produk atau sistem hasil usaha Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 100		Materi: TNC SMES Pustaka: Altenburg, T. (2000). <i>Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	5%
Pertemuan ke 14 Tanggal : 9 Mei 2025 Topik : Mampu Menyampaikan Dan Menganalisa Model Usaha Dengan Kekhasan Kewirausahaan Sosial Melalui Gelar Karya Jumlah Mahasiswa : 39 Dosen : Arief Sudrajat, S.Ant., M.Si.							

15	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan kewirausahaan sosial melalui gelar karya	Praktek produk hasil usaha.	Kriteria: Kesesuaian Praktek produk atau sistem hasil usaha Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 100		Materi: TNC SMES Pustaka: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	5%
Pertemuan ke 15 Tanggal : 16 Mei 2025 Topik : Mampu Menyampaikan Dan Menganalisa Model Usaha Dengan Kekhasan Kewirausahaan Sosial Melalui Gelar Karya Jumlah Mahasiswa : 39 Dosen : Wardatul Adawiah, S.Pd., M.Si.							
16	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan kewirausahaan sosial melalui gelar karya	Praktek produk hasil usaha.	Kriteria: Kesesuaian Praktek produk atau sistem hasil usaha Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 100		Materi: TNC SMES Pustaka: <i>Altenburg, T. (2000). Linkages and Spill-overs between TNC and SMEs in Developing Countries – Opportunities and Policies. German Development Institute.</i>	15%
Pertemuan ke 16 Tanggal : 23 Mei 2025 Topik : Mampu Menyampaikan Dan Menganalisa Model Usaha Dengan Kekhasan Kewirausahaan Sosial Melalui Gelar Karya Jumlah Mahasiswa : 39 Dosen : Wardatul Adawiah, S.Pd., M.Si.							

	SURABAYA STATE UNIVERSITY FACULTY OF SOCIAL AND POLITICAL SCIENCES	
	SOCIOLOGY	
	Script Midterm Exam	Course: Social Entrepreneurship

Day/Date : Monday/ January 6, 2025
 Timea : 09.00 – 10.40 WIB (class A, B, C)

Room : Online/Take-Home Exam
 Class : 2023 (A,B,C,D,E,F,G,H)

Instructions : *Closed book*
 Write your name and student ID number on your answer sheet.

I. QUESTION

Question	Weighted Value (%)
 FAKULTAS ILMU SOSIAL & ILMU POLITIK UNIVERSITAS NEGERI SURABAYA <hr/> SOAL UTS/UAS TERVALIDASI	
1. Social Business Model Analysis: Explain how a business that you have developed in PKM-K can be categorized as a social entrepreneurship!	20
2. The Role of Social Innovation in Entrepreneurship: Social innovation is a new approach to addressing existing social problems. How can the PKM-K you are designing reflect social innovation in the development of its products or services?	20
3. Business Sustainability and Scalability: In your opinion, what strategies can your PKM-K team implement to ensure long-term business sustainability without sacrificing its social mission?	20
4. Challenges in Social Entrepreneurship: Identify the key challenges your PKM-K business might face in implementing its social entrepreneurship model. How can you overcome these challenges to ensure the business model remains effective?	20
5. Stakeholder Engagement: Collaboration with various stakeholders is crucial in social entrepreneurship. What strategies can your PKM-K team use to build strong partnerships with the government, communities, and other parties?	20

	SURABAYA STATE UNIVERSITY FACULTY OF SOCIAL AND POLITICAL SCIENCES	
	Study Program Sociology	
	Script Final Exam	Subject: Social Entrepreneurship

Prepared by, Prepared by,	Checked by, Corrected by,	Approved by, Approved by,
Lectures	UPM	Coordinator of Study Program
Eufrasia Kartika Hanindraputri, M.Sos Wardatul Adawiah, S.Pd., M.Si	Pambudi Handoyo, S.Sos, MA	Dr. Agus Machfud Fauzi, M.Si

	SURABAYA STATE UNIVERSITY FACULTY OF SOCIAL AND POLITICAL SCIENCES	
	Study Program Sociology	
	Script Final Exam	Subject: Social Entrepreneurship

Day/Date : Monday/ June 17, 2025
 Timea : 09.00 – 10.40 WIB (class A, B, C)

"

Room : Online/Take-Home Exam
 Class : 2023 (A,B,C,D,E,F,G,H)
 Instructions : *Closed book*

Write your name and student ID number on your answer sheet.

1. Over the course of the semester, you have developed a social entrepreneurship idea and proposal. As a final exam, you are required to present this idea in the form of an infographic poster . The poster should contain the following key information:
 - A. Name of social enterprise
 - B. Background of social problems that underlie business ideas
 - C. Products/Services offered
 - D. Social business model (value proposition, target market, social impact generated)
 - E. Short marketing strategy
 - F. Business sustainability projections
2. Posters must be designed to be attractive, creative, informative , and able to show brilliant business ideas .
3. Posters will be displayed/pasted in the classroom at the end of the semester so that they can become a medium for appreciation and discussion among students.
4. Each student is required to explain the poster briefly (5–7 minutes) in the class presentation session.



Prepared by, Prepared by,	Checked by, Corrected by,	Approved by, Approved by,
Lectures Eufrasia Kartika Hanindraputri, M.Sos Wardatul Adawiah, S.Pd., M.Si	UPM Pambudi Handoyo, S.Sos, MA	Coordinator of Study Program Dr. Agus Machfud Fauzi, M.Si

MIDTERM EXAM

Student Name : **Jesica Gita Marcela**
Number Parent Student : **23040564106**
Day/ Date : **March 17 , 2025**
Course : **Social Entrepreneurship**

1	<p>A business can categorized as entrepreneurship social If objective mainly No only look for profit financial , but also provides impact positive for public or environment . Some characteristics main thing that shows that A business in PKM-K including in entrepreneurship social :</p> <ul style="list-style-type: none"> • Objective Clear Social : The Business must own goal to complete problem social or environment , such as empowerment society , reduction poverty , increase quality education , or preservation environment . • Business Model Sustainable : Although focus main is give benefit social , business the still must have a sustainable business model in a way financial , so that No only depend on donations or help external . • Innovation in Finish Problem Social : The business need present solution creative or innovative to overcome problem social . For example , creating product friendly environment or repair service condition life public not enough capable . • Community Involvement in Business Processes : Entrepreneurship social often involves community local in operational business , good as power Work and recipient benefit direct from product or services produced . • Measurement Impact Social : Besides count profit financial , business this is also a must capable measure and show impact positive results generated to public or environment .
2	<p>PKM-K that I design about Social Preloved Unesa reflect innovation social in development product or service through an approach that combines draft sustainability with empowerment society , especially in the environment Unesa . Innovation social in business This come true in method new to overcome problem waste consumption and management trash , where the items the remains that are still worthy use made into as alternative more consumption friendly environment . Through the Unesa Social Preloved platform , students and the community around can with easy sell or buy goods used , which is not only reduce trash , but also delivers access to product quality with higher price affordable . Besides that , innovation social is also reflected in aspect empowerment community , where businesses This give chance for individuals to participate in economy sustainable and get benefit economy from items that have been No used again . Innovation This No only focused on development products , but also on change pattern think more consumers aware will importance sustainability and management goods used with a better way efficient . Through utilization technology and digital platforms, Social Preloved Unesa reach wider target market spacious , easy transactions , as well as speed up change behavior more consumption sustainable , making it as example real innovation social in entrepreneurship .</p>
3	<p>To ensure sustainability business term length on my PKM-K about Social Preloved Unesa without sacrifice mission socially , in the PKM-K team we can apply several integrated strategies . One of them is with development source income , such as open Work The same with various party or institutions that have objective social similar , to create opportunity new without leave objective main business . Besides that , it is important to build partnership strategic with institutions education , institutions social , or a company that cares to sustainability and issues social , useful support business Good in a way financial and in form Promotion . Implementation of business models sustainable also becomes key , such as use material friendly environment for packaging and ensuring preloved items for sale still in condition best . Besides Our PKM-K team also needs that utilise technology and digital platforms to expand market reach , which can increase efficiency operational and introducing mission social to wider target market extensive . Involving public through educational programs about recycling repeat and</p>

	<p>consume wise can guard relevance social business this . However , the evaluation impact social outcomes from business This must done in a way periodically so that you can ensure that mission social still awake with good . All step This need supported with improvement capacity team through training entrepreneurship good social and managerial skills so that the business This still can grow and provide impact positive for public without sacrifice sustainability term long .</p>
4	<p>In running Social Preloved Unesa , challenges main issues faced is increase awareness public about importance buy preloved items to reduce waste and support sustainability . Negative stigma to goods used become obstacles , which can overcome through campaign education on social media and collaboration with community or caring influencers environment . Another challenge is guard quality products , which can overcome with selection strict and inspection goods in a way comprehensive . Trust consumers also need built with transparency condition goods and provide review positive . Funding Can obtained through social investors or crowdfunding, while management source Power man can improved with training and development skills team. With overcome challenge This is Social Preloved Unesa can ensure sustainability and effectiveness of its business model</p>
5	<p>In operate entrepreneurship Social Preloved Unesa , establishing partnership with government , community and other parties others are very important to improve impact social and sustainability effort . The team can follow government programs that support sustainability , such as economy circular or management garbage , to obtain support funding and facilities , as well as weave connection with agency related like service environment life . Partnership with community local who care to subtraction waste can also be done through activity education or collection preloved goods , which introduces Social Preloved Unesa to public wide . Besides that , partnership with companies that have CSR programs and non-profit organizations that focus on issues sustainability can expand network , improve credibility , as well as help in fundraising and outreach community participation in a bazaar or joint event with various stakeholders interests also become an effective platform for introducing products and improve awareness society . With these strategies , Social Preloved Unesa can build mutual partnership profitable , strengthening impact social , and ensure sustainability business term long .</p>



MedQueue



MedQueue: Inovasi Layanan Terintegrasi Rumah Sakit

Berbasis Hybrid System Guna Mengoptimalkan Pengantaran Obat

Sumber Daya Pembagian Kerja MedQueue:

MedQueue adalah solusi manajemen antrian digital yang mengoptimalkan pembagian sumber daya kesehatan, menghubungkan pasien dengan pihak farmasi medis secara efisien dan efektif. Sistem ini memetakan layanan antrian farmasi medis dengan kebutuhan pasien dalam pengambilan obat untuk mengurangi waktu tunggu dan meningkatkan produktivitas masyarakat. MedQueue juga merupakan inovasi digital yang sangat berdampak bagi masyarakat dengan banyaknya permasalahan antrian yang berpotensi negatif serta membuka peluang pekerjaan bagi mahasiswa UNESA as a driver MedQueue.



Pemasaran MedQueue Berdasarkan 7P:

Kami membangun MedQueue dengan pendekatan pemasaran yang mempertimbangkan seluruh **elemen 7P**: produk berkualitas tinggi dengan fitur yang dibutuhkan pasar, harga yang kompetitif dan transparan, promosi yang tepat sasaran, penempatan strategis, tenaga kerja profesional, proses yang efisien, serta bukti fisik yang memperkuat kepercayaan pengguna. Setiap elemen dirancang untuk memberikan pengalaman pengguna yang superior dan memaksimalkan nilai bagi seluruh stakeholder.

Pengelolaan Keuangan MedQueue

MedQueue mengoptimalkan investasi dengan mengurangi biaya operasional melalui efisiensi staf, mengoptimalkan waktu pengantaran obat, dan memaksimalkan penggunaan fasilitas. Sistem ini menyediakan analitik keuangan untuk mengukur ROI, mengelola arus kas, dan mengidentifikasi peluang penghematan biaya dengan prediksi kebutuhan sumber daya yang akurat.

Ketua Tim: Clarissa Ayu Fitri Ramadhani (23040564218)

- **Anggota 1: Gilang Bagus Ramadhan (23081494045)**
- **Anggota 2: Muhammad Putra Abriel Chaniago (23051204181)**
- **Anggota 3: Fayzul Haq (23051204203)**
- **Anggota 4: Dava Eka Prasetya (24041184141)**



SOCIAL ENTREPRENEURSHIP PROPOSAL
MedQueue: An Integrated Hospital Service Innovation for
Optimizing Drug Delivery Based on a Hybrid System



CLARISSA AYU FITRI RAMADHANI
23040564218

STATE UNIVERSITY OF SURABAYA
2025

CHAPTER 1. INTRODUCTION

1.1 Background

In essence, health care is a fundamental need for every individual. Therefore, local governments are obligated and responsible for providing adequate health care services at affordable costs, ensuring access for all levels of society. Health development aims to provide the widest possible opportunities for the community to achieve optimal health, which is achieved through, among other things, the construction of community health centers (Puskesmas) and hospitals throughout Indonesia (Putri & Sjafi', 2015).

Hospitals are healthcare facilities that play a vital role in improving public health. As healthcare facilities, hospitals are expected to provide quality healthcare services to ensure customer satisfaction. Hospitals must also continually improve the quality of service to meet customer expectations through enhanced work performance. Service quality is crucial for maintaining a hospital's existence (Karma et al., 2019).

The purpose of Drug Information Services in Hospitals is to provide drug information to patients, healthcare workers within the hospital, and other parties outside the hospital. Receipt of drugs and drug ingredients must be based on a valid purchase invoice and/or delivery note (Masuari, 2021). Several obstacles remain in the pharmaceutical service system that can impact patient satisfaction and comfort in hospitals and community health centers in Surabaya. These obstacles include long waiting times in pharmacy queues, often reaching 1-3 hours, especially during peak hours. This is due to the limited number of pharmacists, the high volume of prescriptions to be filled, and the conventional queuing system. Furthermore, the lack of real-time information on medication preparation status means patients must wait indefinitely. This situation is even more burdensome for elderly patients, those with limited mobility, or those with busy schedules, especially when they have to wait in poor health. Limited waiting areas often lead to patient congestion in pharmacy areas, which can cause discomfort and health risks.

The rapid development of digital technology has transformed various aspects of people's lives, including healthcare. However, significant gaps remain in the hospital pharmacy system, particularly in the medication collection process, which is often lengthy and burdensome for patients. Based on initial observations at several major hospitals in Surabaya, the average wait time for medication collection is 1-3 hours, and can be even longer during peak hours. This situation is even more burdensome for elderly patients, those with limited mobility, or those with busy schedules.

A review of 25 outpatients at four major hospitals and two community health centers in Surabaya found that most patients felt burdened by long waiting times for medication pickup. 65% expressed willingness to use a paid medication delivery service, and 82% agreed that such a service was essential. This data indicates a significant market opportunity for hospital medication delivery services, especially considering the lack of similar services directly integrated with hospital systems.

MedQueue offers an innovative solution that differs from conventional delivery apps. MedQueue's primary advantage lies in its direct integration with hospital systems, enabling real-time tracking of medication preparation and delivery status. Unlike similar apps that focus solely on delivery, MedQueue provides end-to-end services, from prescription verification and coordination with the hospital pharmacy to delivery, ensuring proper medication handling standards are adhered to. The system also features dual-service (online and offline) to accommodate elderly patients who are less familiar with technology.

The service's technical specifications include an integrated tracking system, a hospital dashboard for monitoring, a mobile application for users, and a dedicated courier management system equipped with portable refrigeration equipment for certain medications. Data security is guaranteed through end-to-end encryption and a multi-layered verification system. Offline services are provided through dedicated counters in hospitals with an easy-to-understand queuing

Commented [WA1]: Convey facts and data in this section, avoid conjunctions at the beginning of the sentence.

Commented [WA2]: Provide several social reasons as a basis for developing social entrepreneurship. Provide some data related to the community's need for MedQueue services.

and manual tracking system.

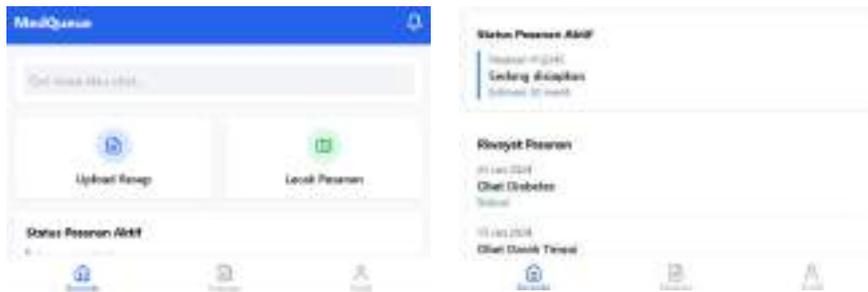
MedQueue's primary target market is outpatients at major hospitals and community health centers (Puskesmas) in Surabaya, with an initial focus on four hospitals and two community health centers that average 500-1,000 outpatients per day. Market segments include: active professionals (25-45 years old) who require time efficiency; families of elderly patients (45-60 years old) who desire ease of medication management; and patients on routine medications who require regular medication pickup services.

Competitor analysis shows that while several delivery apps exist for medication pickup, none yet provide a dedicated service with appropriate medication handling standards and integration with hospital systems. This gives MedQueue a significant competitive advantage in this untapped market. The projected 15% annual growth rate of the digital healthcare market and increasing public awareness of time efficiency further strengthen the potential for this service's success.

In terms of business sustainability, MedQueue implements a balanced monetization system between paid services and membership programs, with additional revenue generated from partnerships with hospitals. This business model is designed to ensure service continuity while maintaining affordability for users. With its large market potential and sustainable business model, MedQueue is projected to develop into the standard solution for hospital medication delivery systems in Indonesia.

1.2. Product Specifications and Advantages

MedQueue is an innovative application specifically designed to optimize medication collection systems in hospitals and community health centers. Unlike conventional delivery applications, MedQueue offers a key advantage: direct integration with the hospital pharmacy system, enabling real-time tracking of medication preparation status from prescription verification to delivery.

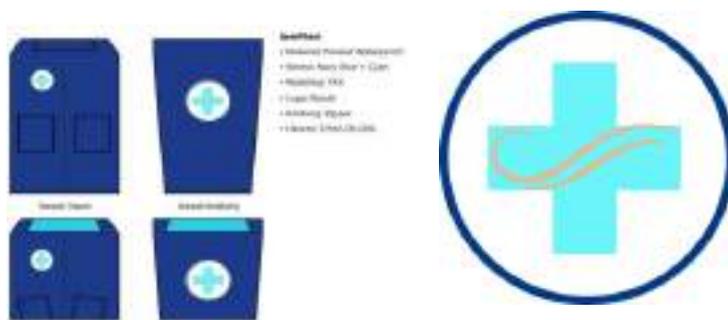


Gambar 1.1 Referensi Desain Aplikasi MedQueue

MedQueue's flagship features are developed using modern technologies such as IDEs (Android Studio, Visual Studio Code) and frameworks (React Native, Flutter) to create a dual-service system that accommodates different user preferences. The mobile app for tech-savvy users is built with a database (MySQL, Firebase) that supports real-time tracking, order status notifications, and integrated digital payments through cloud services (AWS, Google Cloud). For the elderly or those less familiar with technology, the development team designed an offline interface at a dedicated hospital counter with an easy-to-understand manual tracking system, the result of a comprehensive needs analysis and system design process. The development of both interfaces followed a structured development plan, from wireframe creation to testing with various devices to ensure compatibility, before distribution through relevant marketing platforms. Security

is a top priority in MedQueue's development, demonstrated by the implementation of end-to-end encryption to protect patient data and medication history. Each transaction requires multiple layers of verification, and the system is equipped with a temperature monitoring feature for the delivery of medications that require special handling. Couriers are equipped with MedQueue logo jackets that make it easier for patients to recognize our couriers, as well as special bags that have been calibrated to maintain the quality of drugs during delivery.

Figure 1.2 Driver Jacket Design and MedQueue Logo



1.3. Entrepreneurship PKM Output

The program's primary goal is to develop an integrated mobile application for hospital medication delivery services, accessible on Android and iOS platforms. The app will offer comprehensive features, including user registration, medication ordering, digital payments, and real-time delivery tracking. A robust backend system will securely and efficiently manage transaction data, user information, and delivery history.

Operationally, this program will establish a partnership network with at least two major hospitals and one community health center in Surabaya as an initial step. An integrated system with hospital pharmacies will ensure real-time prescription verification and drug availability. The target number of active users in the first six months is +/-690 with a minimum satisfaction rating of 85%. The program will also develop a dedicated operational team, including 15 professional couriers ready to deliver medications throughout Surabaya.

In terms of business, targets include achieving a Break Even Point (BEP) within one year of operation, with projected user growth of 10% per month. MedQueue also aims to become a trusted drug delivery platform with a minimum delivery on-time rate of 95% and a delivery error rate below 1%.

Commented [WA3]: Convey how social support will be one of the outputs produced in the program being implemented.

CHAPTER 2. GAMBARAN UMUM RENCANA USAHA

2.1 Potential Resources

Based on an analysis of Google Maps review data from four hospitals and two community health centers (Puskesmas), significant issues related to extremely long queues for medication pickup were identified. Twenty-eight negative reviews specifically highlighted this issue, demonstrating a clear need for solutions that could streamline the medication pickup process. These complaints strongly indicate that the public is ready to embrace innovative medication delivery services like those offered by MedQueue.

The potential for adoption of MedQueue's services is further strengthened by the characteristics of Surabaya's urban population, which is accustomed to mobile app-based services. This phenomenon creates a significant opportunity for MedQueue to become a widely accepted solution. The high level of complaints regarding medication queues also suggests that healthcare facilities may be more open to collaborating on implementing systems that can reduce their queue burdens.

2.2. Business Product Commodities and Business Management

MedQueue is an application that provides medication delivery services from hospitals and community health centers to patient addresses. Its main product is a digital platform that allows users to easily and securely order medication delivery services. The application is equipped with real-time delivery tracking, a digital payment system, and medication history features. Additionally, MedQueue offers additional services such as medication reminders and notifications for routine medication pickups.

MedQueue's management structure consists of a core team spanning technology, operations, and marketing. The technology team is responsible for application development and maintenance. The operations division manages the courier network, relationships with hospital partners, and service quality control. The marketing team handles promotional strategies and business development. The management system employs an agile approach to ensure rapid response to market needs and user feedback. Strict standard operating procedures (SOPs) are implemented to ensure service quality, particularly in medication handling and delivery accuracy.

2.3. Market Opportunities and Marketing Strategy

MedQueue has significant market potential serving various community groups in Surabaya. The service's primary target population is the elderly, who require regular medication delivery due to limited mobility, and patients with chronic illnesses who require ongoing medication. Furthermore, busy office workers who don't have time to pick up medication at the hospital are also potential target markets.

This service is also suitable for BPJS (Social Security Agency) patients, given the large number of BPJS users in Indonesia. With its organized delivery system, MedQueue can help reduce hospital queues and provide easier access to medication for the public. Future development opportunities include collaboration with private pharmacies and expansion to other major cities in East Java, such as Malang, Sidoarjo, and Gresik.

MedQueue's marketing strategy employs a multi-channel approach encompassing digital marketing and strategic partnerships. Digital marketing focuses on SEO optimization, social media campaigns, and educational health content marketing. Partnership programs are implemented with hospitals, community health centers, and health insurance companies. Promotional strategies include referral programs, discounts for new users, and a loyalty rewards system for repeat customers. Public education on the benefits of the service is conducted through webinars and health campaigns. Responsive and professional customer service is key to building customer trust and maintaining the service's reputation.

2.4. Economic Analysis (Potential Profit)

Commented [WA4]: Provide specific data as to why this application expansion is only aimed at large cities.

Surabaya, as Indonesia's second-largest city, has significant market potential for MedQueue services. With a population of approximately 3.2 million and 59 hospitals (as of 2023), there are over 500,000 outpatient visits per month. Of these, 85% require pharmacy services, creating a large potential user base. In the initial phase, MedQueue will partner with four major hospitals and two community health centers (Puskesmas) in Surabaya, each of which handles an average of 300 prescriptions per day. Assuming a conservative market penetration of 20% in the first year, we project 60 deliveries per day per hospital and community health center, or a total of 180 daily deliveries.

Commented [WA5]: Provide a target number of hospitals as partners working with MedQueue

Financial Projection for Year 1 (in Thousand Rupiah)

A. Monthly Income

Table 2.3 Variable Costs

No	Needs	Quantity	Unit Price	Total
1	Canva Pro	6 months	Rp.30.000	Rp. 30.000
2	Figma Pro	2 year	Rp. 90.000	Rp. 90.000
3	Masker	2 package	Rp. 25.000	Rp. 50.000
4	Sanitizer	1 botol	Rp. 40.000	Rp. 40.000
5	Jaket Driver	3 pcs	Rp. 150.000	Rp. 450.000
6	Tas Steril Obat	3 pcs	Rp. 70.000	Rp. 120.000
SUB TOTAL			Rp. 780.000	

Table 2.3 Fixed Costs

No	Needs	Quantity	Unit Price	Total
1	Hosting	1 tahun	Rp. 100.000	Rp. 100.000
2	Play Store Management	1x daftar	Rp. 250.000	Rp. 250.000
3	Cloud Storage	4 bulan	Rp. 255.000	Rp. 1.020.000
4	SQL Server	4 bulan	Rp. 651	Rp. 2.000.000
5	Load Balancing	2 pcs	Rp. 600.000	Rp. 1.200.000
6	VPS Server Rental	2x selama 1 Tahun	Rp. 50.000	Rp. 1.200.000
7	Capcut Pro	3 Bulan	Rp. 20.000	Rp. 60.000
8	Internet Quota	5 HP	Rp. 50.000	Rp. 1.000.000
SUB TOTAL			Rp. 6.830.000	

Tabel 2.5 Biaya Investasi

No	Needs	Quantity	Unit Price	Total
1	Pendaftaran Google Play Store	1	Rp. 380.000	Rp. 380.000
2	Lisensi plug-in Unity Asset Store	1	Rp. 417.000	Rp. 417.000
SUB TOTAL			Rp797.000	

Sales target for 1 month → 50 orders

$$\text{COGS} = \{(780,000 \times 50) + 6,830,000 + 797,000\} / 50 = 932,540$$

$$\text{Selling price} = 932,540 + 30\% = 1,212,302 \rightarrow 1,212,000$$

$$\text{BEP} = 6,830,000 / (1,212,000 - 780,000) = 15.8 \rightarrow 16 \text{ orders}$$

$$\text{ROI} = 13,973,000 / (46,627,000 \times 100\%) = 29.97\%$$

So, MedQueue's ROI is 29.97%, meaning every Rp 100 invested will yield a profit of Rp 29.97. Despite the lower sales target (50 orders), the business remains profitable, with a break-even point (BEP) of 16 orders, demonstrating good operational efficiency.

CHAPTER 3. IMPLEMENTATION METHOD

3.1 Tools and Materials

The development of the MedQueue application is supported by a comprehensive range of technological tools and materials. The development software used includes several leading IDEs (Integrated Development Environments) such as Android Studio, Visual Studio Code, and Xcode, enabling developers to work in a productive environment. To build a responsive and efficient application, the team utilizes modern frameworks and libraries such as React

Native, Flutter, and various native development tools tailored to the project's needs. Application data management is handled by a reliable Database Management System, including MySQL, Firebase, PostgreSQL, or MongoDB, depending on the complexity and scale of the data being processed. The application infrastructure is supported by reliable servers and cloud services such as AWS, Google Cloud, or dedicated VPS services, ensuring system reliability and scalability. To ensure application quality, the team conducts thorough testing using various test devices, such as smartphones with varying specifications and emulators that simulate different usage conditions. Once the application is ready to launch, a distribution strategy is implemented through marketing platforms that include social media, the official website, and popular app stores like the Google Play Store and App Store to reach maximum potential users.

3.2 Preparation

Preparation for the MedQueue application development involved a series of important stages carried out systematically and in a structured manner. The first stage was a needs analysis, which included identifying the user problems and needs to be addressed in the application, including field observations and interviews with potential users. Next, the team conducted a comprehensive system design by creating a wireframe for user interface visualization, a flowchart for the application workflow, and a database schema that served as the foundation for data management. During the technology selection stage, the team conducted a thorough evaluation to determine the most appropriate programming language, an efficient framework, and the infrastructure to support the overall application architecture. The preparation process concluded with the development of a detailed development plan, including establishing a realistic timeline, clearly delineating tasks among team members, and formulating a comprehensive testing strategy and an effective marketing plan to ensure the application's successful launch.

3.3 Production

Application development began with the implementation of the interface design and application logic using the selected programming language, for both the front-end and back-end. Next, the application was connected to the necessary database and third-party services through database integration and APIs. Afterward, the team conducted internal feature trials to ensure the application's functionality through functional testing. The development process concludes with bug fixes, performance improvements, and UI/UX adjustments based on feedback from initial testing during the debugging and optimization phase.

3.4 Packaging

After the primary development phase is complete, the team continues by developing user guides and technical documentation for the development team through a documentation creation process. UI/UX optimization is then performed to ensure optimal design and user experience before the application is released to the public. The next stage is the creation of an installer or deployment, which involves packaging the application in APK, IPA, or other installation file format appropriate for the target platform. Finally, the distribution and publication process is carried out by uploading the application to app stores such as the Google Play Store and the App Store, as well as developing a marketing strategy to attract potential users.

3.5 Marketing

In developing the MedQueue application and implementing its services, we will undertake a series of systematic steps. The first stage begins with in-depth market research at three hospitals and one community health center in Surabaya. The team will conduct direct observations of the medication collection process, record average waiting times, and interview patients and pharmacists. The collected data will be analyzed to refine the application's features to meet user needs.

3.5 Marketing

In developing the MedQueue application and implementing its services, we will carry out a series of systematic steps. The first stage begins with in-depth market research at three hospitals and one community health center in Surabaya. The team will conduct direct observations of the medication collection process, record average waiting times, and interview patients and pharmacists. The collected data will be analyzed to refine the application's features to meet user needs. Application development using modern technologies such as IDEs (Android Studio, Visual Studio Code) and frameworks (React Native, Flutter) to create a dual-service system that accommodates different user preferences. Mobile applications for tech-savvy users are built with databases (MySQL, Firebase) that support real-time tracking, order status notifications, and integrated digital payments through cloud services (AWS, Google Cloud). On the operational side, we will establish a service counter in the hospital equipped with computers and a thermal printer for printing.

The marketing strategy will be implemented through two channels: digital and conventional. For digital marketing, the team will create educational content on social media, develop an informative website, and run email marketing campaigns. Conventional marketing will involve placing booths in hospitals, distributing brochures, and directly communicating with doctors and staff. Service implementation will begin with a soft launch at one hospital to gather feedback and refine the system. Once the system is stable, the service will be expanded to a second and third hospital.

Performance monitoring will be conducted continuously through a dashboard displaying key metrics such as delivery times, customer satisfaction ratings, and order volume.

To ensure service quality, a team will be recruited and intensively trained. Customer service will be trained in complaint handling and communication with elderly patients. Couriers will receive specialized training on medication handling and delivery protocols. Team performance evaluations will be conducted regularly to maintain service standards. Security is a top priority, especially in the handling of patient and medication data. The system is equipped with end-to-end encryption, and each transaction will require multiple layers of verification. For the delivery of special medications, such as insulin or medications that require refrigeration, special protocols will be implemented using calibrated coolers.

A membership program will be introduced to build customer loyalty, with benefits such as free shipping and priority delivery. A points rewards system will also be implemented, where customers can accumulate points from each transaction to exchange for various benefits. Regular monitoring and evaluation will be conducted to measure the achievement of targets, including the number of active users, satisfaction ratings, average delivery time, and other business metrics. The collected data will be analyzed for service development and continuous system improvement.

Commented [WA6]: Provide a socio-demographic description of the target community for the marketing that will be carried out.

BAB 4. COSTS AND ACTIVITY SCHEDULE

4.1 Budget Cost

Table 4.1 Budget Plan Recapitulation Format

No	Type of Expenditur	Source of Funds	Amount (Rp)
1	Hosting, Pengurusan Playstore, Storage Cloud, SQL Server, Load Balancing, Server VPS, Capcut Pro	Belmawa	Rp. 5.830.000
		Higher Education Institutions	-
		Other Institutions (if any)	-
2	Canva Pro, Figma Pro	Belmawa	Rp. 120.000
		Higher Education Institutions	-
		Other Institutions (if any)	-
3	Gasoline for 5 motorcycles	Belmawa	Rp. 750.000
		Higher Education Institutions	-
		Other Institutions (if any)	-
4	Internet quota, masks, sanitizer, driver jackets, sterile medication bags	Belmawa	Rp. 1.660.000
		Higher Education Institutions	-
		Other Institutions (if any)	-
Total			Rp. 8.360.000
Funding Source Summary			
		Belmawa	Rp. 8.360.000
		Higher Education Institutions	-
		Other Institutions (if any)	-
		Summary	Rp. 8.360.000

4.1 Activity Schedule

Table 4.2 Activity Schedule Format

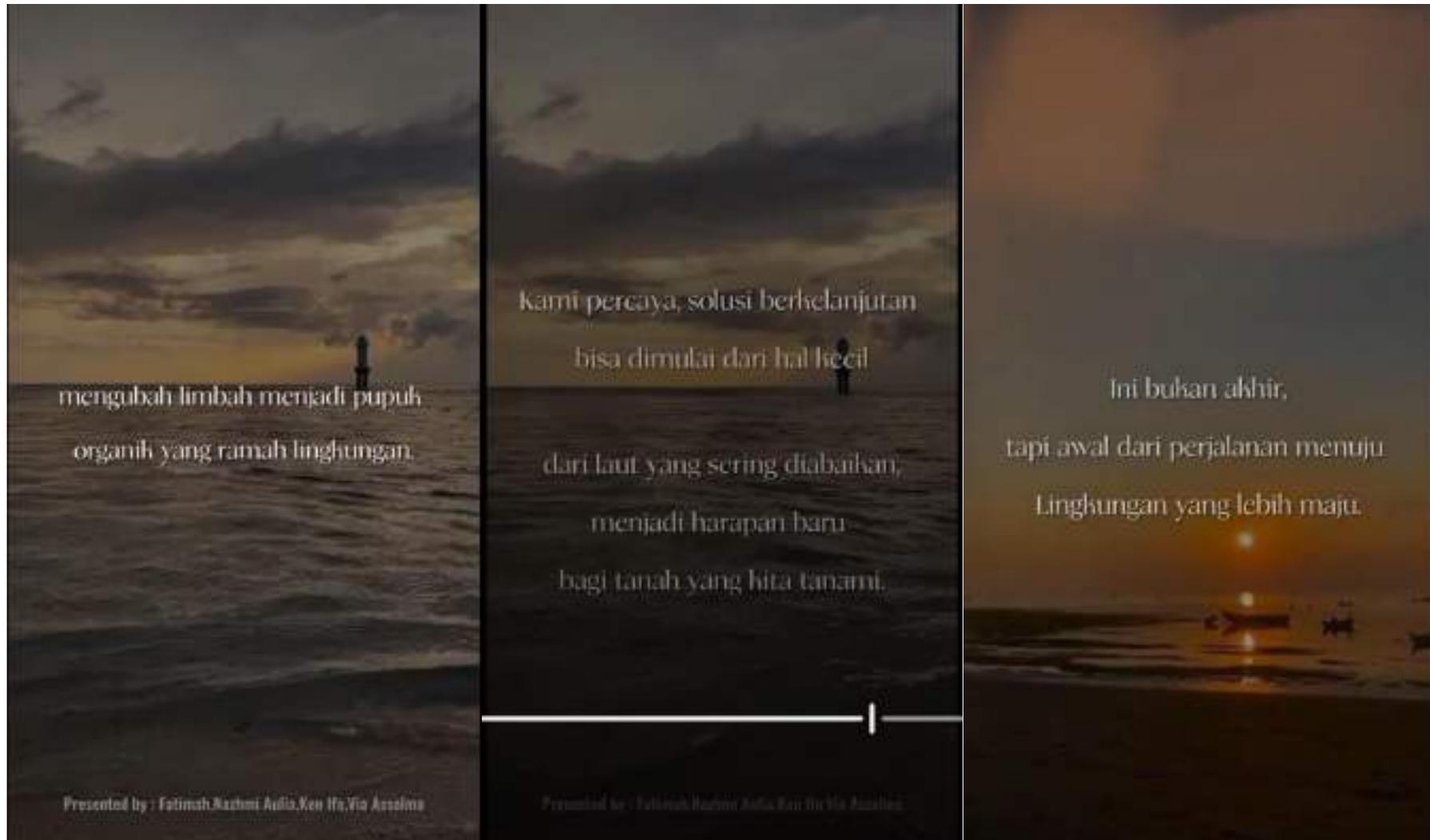
No	Activity	Months					PIC
		1	2	3	4	5	
Persiapan							
1	Survey and Research						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya
2	Design Planning						Fajar Adhitya Pratama
3	Mobile Application Interface						Fajar Adhitya Pratama
4	Application Development and Testing						Diha Anfeu Nio Julaynda
5	Operational Materials Survey						Dewi Siti 'Aisah
6	Application Alpha Test						Fajar Adhitya Pratama Diha Anfeu Nio Julaynda
7	Budget Planning						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah
Pelaksanaan							
1	Partner Collaboration						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya
2	Marketing						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya
3	Product distribution and sales						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya Fajar Adhitya Pratama

							Diha Anfeu Nio Julaynda
4	Evaluation						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah
Pelaporan							
1	Progress Report						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya
2	Financial Report						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya
3	Final Report						Clarissa Ayu Fitri Ramadhani Dewi Siti 'Aisah M. Dava Eka Prasetya

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Sample Assignment: Social Enterprise Videos



Sample Assignment: Social Enterprise Videos

drive.google.com – To exit full screen, press Esc

kami percaya, solusi berkelanjutan
bisa dimulai dari hal kecil

dari laut yang sering diabaikan,
menjadi harapan baru
bagi tanah yang laka-tanami.

Terima kasih telah menjadi bagian



SEAGROW
SEAWEED
ORGANIC FERTILIZER

31K 150K

Seweed fertilizer Grow plants

Presented by : Fatmaha, Nazhmi Aulia R, Ken Ifa, Via Assalma

dari langkah kecil kami.

SOCIOLOGY 2023 A

Fatmaha (010)

Nazhmi Aulia R (013)

Ken Ifa (220)

Via Assalma SR (368)

Sample Assignment: Social Enterprise Videos



Lembar Hasil Evaluasi Perkuliahan Berbasis O.B.E

Periode : 2024/2025 Genap
 Mata Kuliah : Kewirausahaan Sosial
 Program Studi : S1 Sosiologi
 Kelas : 2023H
 Model Pembelajaran : Project Based Learning

Bentuk Penilaian setiap sub CPMK

No	Kode-CPL	CPMK	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Bentuk Penilaian
1	CPL-2	CPMK-3	Memahami teori dasar mengenai kewirausahaan sosial	Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian
2	CPL-2	CPMK-2	Memahami konsep, teori, model, proses dan kelompok yang terlibat dalam	Aktifitas Partisipasif
3	CPL-2	CPMK-3	Mampu mengidentifikasi konsep, teori dari kewirausahaan sosial	Aktifitas Partisipasif
4	CPL-2	CPMK-4	Memahami tantangan dan peluang kewirausahaan sosial	Aktifitas Partisipasif
5	CPL-2	CPMK-4	Memahami tantangan dan peluang kewirausahaan sosial	Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian
6	CPL-2	CPMK-4	Mengembangkan pemahaman dan penulisan proposal kewirausahaan sosial.	Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian
7	CPL-2	CPMK-4	Mengembangkan pemahaman dan penulisan proposal kewirausahaan sosial.	Penilaian Hasil Project / Penilaian Produk
8	CPL-2	CPMK-4	Mengembangkan pemahaman dan penulisan proposal kewirausahaan sosial.	Penilaian Hasil Project / Penilaian Produk
9	CPL-2	CPMK-4	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan	Aktifitas Partisipasif
10	CPL-2	CPMK-4	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan	Aktifitas Partisipasif
11	CPL-2	CPMK-4	Merumuskan urgensi kewirausahaan sosial	Aktifitas Partisipasif
12	CPL-2	CPMK-4	Melakukan analisa kasus masalah dalam pengembangan kewirausahaan sosial	Aktifitas Partisipasif
13	CPL-2	CPMK-4	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan	Aktifitas Partisipasif
14	CPL-2	CPMK-3	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan	Penilaian Hasil Project / Penilaian Produk
15	CPL-2	CPMK-3	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan	Penilaian Hasil Project / Penilaian Produk
16	CPL-2	CPMK-3	Mampu menyampaikan dan menganalisa model usaha dengan kekhasan	Penilaian Hasil Project / Penilaian Produk

CPL yang dibebankan pada matakuliah ini

No	ID-CPL	Kode-CPL	Deskripsi	Tingkat ketercapaian CPL
1	1525	CPL-2	→ Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan	84.19551282051282%

Capaian Pembelajaran Mata Kuliah (CPMK)

No	Kode CPL	Kode CPMK	Deskripsi	Tingkat Ketercapaian CPMK
1	CPL-2	CPMK-1	→ Memanfaatkan IT dalam memperoleh sumber tentang konsep-konsep dasar yang digunakan untuk menganalisis masalah sosial dan urgensi kewirausahaan sosial	belum di SET di Kemampuan akhir tiap tahapan belajar (Sub-
2	CPL-2	CPMK-2	→ Menguasai dan menghitung konsep-konsep sosiologi sebagai implementasi nilai-nilai kewirausahaan sosial dan dampaknya	82.17948717948718%
3	CPL-2	CPMK-3	→ Membuat keputusan tentang konsep-konsep sosiologi yang relevan dalam mengidentifikasi konsep kewirausahaan sosial.	85.55384615384615%
4	CPL-2	CPMK-4	→ Bertanggungjawab terhadap kinerja pembelajaran diri dan kelompok dalam mewujudkan semangat berwirausahaan sebagai bentuk pengembangan kapabilitas mahasiswa.	83.71794871794873%

Formula dikembangkan kerjasama Lab Inovasi Pembelajaran Digital & Lab Direktorat Transformasi Pendidikan dan Teknologi Pembelajaran

Bobot	Keterangan	Nilai rata2
3.00%		82.1794871794872
3.00%		82.1794871794872
3.00%		82.1794871794872
3.00%		82.1794871794872
6.00%		82.2820512820513
6.00%		82.1538461538462
6.00%		82.3846153846154
10.00%		91.4871794871795
6.00%		82.7692307692308
6.00%		82.3333333333333
6.00%		82.974358974359
6.00%		84.7179487179487
6.00%		83.8974358974359
6.00%		82.5897435897436
6.00%		89.3333333333333
18.00%		91.4871794871795

100.00%

Nilai rata2 akan muncul jika Nilai mahasiswa sudah di entry di sheet sebelah ya kak

CPMK)%

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Nilai Sub-CPMK / Bobot															
					1 3%	2 3%	3 3%	4 3%	5 6%	6 6%	7 6%	8 10%	9 6%	10 6%	11 6%	12 6%	13 6%	14 6%	15 6%	16 18%
1	23040564271	Achmad Faishal Haq	2023	100	86	86	86	86	80	81	88	90	80	84	84	83	83	83	83	90
2	23040564272	Ad. Fadilla	2023	100	85	85	85	85	83	83	83	90	82	82	82	81	80	81	91	90
3	23040564273	Syahrul Syifaul Qulub	2023	100	85	85	85	85	83	83	83	91	81	81	81	83	83	83	90	91
4	23040564276	Nayla Dwirose	2023	100	84	84	84	84	82	82	82	92	83	83	83	84	84	84	91	92
5	23040564277	Nesia Raihana Aqilah	2023	100	84	84	84	84	81	80	81	90	83	83	83	83	83	83	90	90
6	23040564278	Salsabila	2023	100	83	83	83	83	81	80	81	91	82	82	89	81	89	81	91	91
7	23040564279	Abdul Azis Taufiqur Rahman	2023	100	83	83	83	83	83	83	83	90	81	81	81	83	83	83	90	90
8	23040564280	Efi Septiana Putri	2023	100	82	82	82	82	84	84	84	91	81	81	81	84	84	84	91	91
9	23040564281	Mochamad Nanda Hanafi	2023	100	81	81	81	81	84	84	84	92	83	83	83	83	83	83	90	92
10	23040564283	Raskhy Khairan Prabowo	2023	100	81	81	81	81	82	82	82	93	84	84	84	81	80	81	91	93
11	23040564284	Widya Puti Yasmine	2023	100	83	83	83	83	82	82	82	92	84	84	84	83	83	83	90	92
12	23040564285	Chika Angellya	2023	100	84	84	84	84	81	81	81	90	82	82	82	84	84	84	91	90
13	23040564286	Ahmad Ainul Hikam	2023	100	84	84	84	84	81	81	81	91	82	82	89	81	89	81	83	91
14	23040564287	Togu Parasian Tampubolon	2023	100	82	82	82	82	86	82	82	92	81	81	88	81	81	87	91	92
15	23040564288	Hesti Nurcahyaningsih	2023	100	82	82	82	82	83	83	83	91	81	81	81	83	83	83	90	91
16	23040564290	Rifky Ahmad Fahrezie	2023	100	81	81	81	81	83	83	83	92	82	82	82	84	84	84	91	92
17	23040564291	Dewi Ananda Putri	2023	100	81	81	81	81	83	83	83	90	83	83	83	84	84	84	90	90
18	23040564292	Bilqis Tazkiyyatun Nufus	2023	100	82	82	82	82	82	82	82	92	83	83	83	82	82	82	91	92
19	23040564293	Nabillatin Ni'matuz Zahroh	2023	100	83	83	83	83	81	81	81	92	83	83	83	82	82	82	90	92
20	23040564294	Muhammad Mursyid Qudum	2023	100	83	83	83	83	82	82	82	92	82	82	82	81	81	81	91	92
21	23040564295	Itaq Furqona Fiddaraini	2023	100	83	83	83	83	81	81	81	91	81	81	81	87	87	81	90	91
22	23040564296	Feri Hamdani Putra Fasa	2023	100	82	82	82	82	83	83	83	91	81	80	81	91	82	82	91	91
23	23040564297	Dilla Khullafaul Bakhriyah	2023	100	81	81	81	81	83	83	83	92	83	83	83	90	83	83	90	92
24	23040564298	Siti Najmah Fairuz	2023	100	81	81	81	81	82	82	82	92	84	84	84	91	82	83	91	92
25	23040564299	Muhammad Nabil Al Ghiffari	2023	100	81	81	81	81	81	81	81	93	83	82	83	83	83	83	83	93
26	23040564300	Cheisa Intang Diaz Varera	2023	100	80	80	80	80	81	81	81	93	81	80	81	91	82	82	91	93
27	23040564301	Nadia Elvareta Prayogo	2023	100	80	80	80	80	83	83	83	93	83	82	83	90	81	81	90	93
28	23040564302	Rakha Ammar Thoriq	2023	100	81	81	81	81	84	84	84	93	84	84	84	91	83	82	91	93
29	23040564303	Qur'anni Ayu Pitaloka	2023	100	81	81	81	81	84	84	84	92	84	84	83	83	83	81	90	92
30	23040564304	Ainun Ilmiah Ayu Fatmawati	2023	100	82	82	82	82	82	82	82	91	82	82	82	82	82	81	91	91
31	23040564305	Erika Arwati	2023	100	83	83	83	83	82	82	82	91	83	82	83	83	84	82	90	91
32	23040564306	Bunga Amelia Putri	2023	100	83	83	83	83	81	81	81	92	81	80	81	91	82	83	91	92

33	23040564307	Sabitah Ayu Syahda	2023	100	83	83	83	83	81	81	81	92	83	83	83	90	83	83	90	92
34	23040564308	Dwi Amelia Silva	2023	100	82	82	82	82	82	82	82	90	84	84	84	91	82	82	91	90
35	23040564309	Aldila Raynor Razzan Ciliano Putra	2023	100	81	81	81	81	83	83	83	91	83	82	83	87	85	85	90	91
36	23040564310	Rachel Jeany Lousandra	2023	100	81	81	81	81	83	83	83	93	84	81	80	81	91	83	91	93
37	23040564311	Frida Ayu Amalia	2023	100	81	81	81	81	83	83	83	93	83	82	83	83	90	83	83	93
38	23040564312	Megawati Surya Dewi	2023	100	80	80	80	80	82	82	82	91	89	84	83	84	91	82	82	91
39	23040564313	Anastasya Dwi Cantika	2023	100	80	80	80	80	81	81	81	90	89	84	83	84	91	82	82	90

Nilai Akhir	Nilai Huruf
85.26	A
85.08	A
85.54	A
86.12	A
85.08	A
85.66	A
85.02	A
85.6	A
85.88	A
85.62	A
85.94	A
85.2	A
85.36	A
86	A
85.18	A
85.76	A
85.32	A
85.52	A
85.4	A
85.28	A
85.3	A
85.54	A
86.12	A
86.18	A
85.14	A
85.5	A
85.98	A
86.82	A
85.88	A
85	A
85.42	A
85.64	A

86	A
85.68	A
85.84	A
86.16	A
85.92	A
85.54	A
85.08	A

PORTOFOLIO FOR
“SOCIOLOGY OF EDUCATION”
ACADEMIC YEAR 2024 / 2025

MODULE COORDINATOR:
Moh. Mudzakkir, M.A., Ph.D

TEAMS :
Farid Pribadi, S.Sos., M.Sosio
Putri Dwi Permata Indah, S.Sos., M.Sosio

Content

- A. Learning Activities Plan
 - 1. Course Identity
 - 2. Course Topic
 - 3. Lesson Plan
 - 4. Course Assessment
 - a. Assesment Rubrics
 - b. Universitas Negeri Surabaya's Assesment System
- B. Course Evaluatiaon and Development
 - 1. Calculation of Student Workload
 - 2. Assesment of PLO and CLO

APPENDICES

Appendix 1

Student's Assignment Rubric

Appendix 2

- 1. Course Activities Records
 - a. Sample of Student's Attendance
 - b. Course Log Book
 - c. Sample of Test
 - d. Sample of Student's Answer to Mid-Term and Final Test
 - e. Sample of Students Assigment
- 2. Students Assesment Data set in 2024/2025 Academic Year

A. Learning Activities Plan

1. Course Identity

Module Name	: Sociology of Education
Module Level	: Undergraduate Programme
Course Code	: 6920102218
Semester/term	: 3 / Odd
Module Coordinator	: Moh. Mudzakkir, M.A., Ph.D
Lectures	: Moh. Mudzakkir, M.A., Ph.D Putri Dwi Permata Indah, S.Sos., M.Sosio
Language	: English/Indonesia
Classification within the teaching	: Compulsary
Teaching	: Each week consists of 2 x 50 minutes of lectures (50 minutes/hour)

Format/class per week during semester workload : 2x50 minutes of lectures
Course credits : 2

Requirements Learning General Competence goals/competence :

The **Sociology of Education** course is designed using a **Case Study** learning model to develop students' analytical skills in understanding educational phenomena through a sociological lens. The topics cover *Introduction to Sociology of Education*, classical theorists (Marx, Durkheim, Weber), educational paradigms, the relationship between society and education, socialization and interaction, curriculum and ideology, the teacher's role, education and social mobility, globalization, gender, violence, higher education, marginalized groups, and *scientific report writing*. Learning activities include active participation in case discussions, group presentations, individual reflections, data analysis, and scientific report writing. Assessment consists of participation, weekly assignments, group presentations, and a case-based essay Final Examination. The teaching strategy emphasizes group discussions, real-case analysis, role-playing, classroom debates, formative feedback, and guided report writing, ensuring that students are able to connect theory with social practice, interpret contemporary educational issues, and produce critical analyses and evidence-based solutions.

Contents : Sociology of Education

Attribute of soft skill : Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/ in writing related to solving problem.

Study/Exam Achiev : Student are considered competent and pass if they receive the final grade at least C

Final grades is calculated according to formula= (0.15 x participation) + (0,50 x product) + (0,15 x performance) + (0,20 x exam paper)) Conversion of the 0-100 scale to 0-4 scale and the letters are arranged as follows:

NA Interval (out of 100)	Grade Point	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

Form of media : Power Point slides

References : Books & Articles

1. Apple, M. W., Au, W., & Gandin, L. A. (2010). *The Routledge international handbook of the sociology of education*. Routledge.
2. Damsar. (2010). *Pengantar sosiologi pendidikan*. Kencana Prenada Media Group.
3. Hidayat, R. (2013). *Ilmu pendidikan*. Rajawali Pers.
4. Idi, A. (2011). *Sosiologi pendidikan: Individu, masyarakat, dan pendidikan*. Rajawali Pers.
5. Maliki, Z. (2008). *Sosiologi pendidikan*. UIN-Malang Press.
6. Martono, N. (2014). *Sosiologi pendidikan: Michel Foucault, pengetahuan, kekuasaan, disiplin, hukuman, dan seksualitas*. Rajawali Pers.
7. Mudzakkir. (2014). *Sosiologi pendidikan*. Rajawali Pers.

8. Tilaar, H. A. R. (2012). *Perubahan sosial dan pendidikan: Pengantar pedagogik transformatif untuk Indonesia*. Grasindo.
9. Topatimasang, R., & Fakhri, M. (2001). *Pendidikan populer: Membangun kesadaran kritis*. Insist Press.
10. Gorard, Stephen. (2022). *Schools and Inequality*. Routledge.
11. Bowles, Samuel & Gintis, Herbert. (2022). *Schooling in Capitalist America Revisited*. Haymarket.
12. Maxwell, Claire (Ed.). (2023). *Sociological Foundations of Education*. Bloomsbury.
13. Neuman, Lawrence W. & Robson, Karen. (2024). *The Basics of Social Research: Qualitative and Quantitative Approaches (5th Canadian Edition)*. Pearson.
14. Smith, Michael D. (2023). *The Abundant University: Remaking Higher Education for a Digital World*. MIT Press.

This course analyzes the role, curriculum, and practices of Sociology learning in senior high schools by applying various learning models and strategies, and by designing project-based innovations to address challenges in teaching Sociology.

Lesson Plan

Show the RPS in English

Course Assesment

a. Assesment Rubrics

i. Attitudes

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$0 \leq SA < 55$

ii. Knowledge

No	Aspect	Max Score
1	Planing:	
	Background (clear = 3, not to clear =2, unclear=1) Problem Statement (good=3, fair=2, not accurate=1)	3 3
2	Implementation:	
	a. Collecting data (Accurate=3, fair=2, not accurate=1)	3
	b. Completing data (complete=3, fair=2, incomplete=1)	3 3
	c. Data Analysis (good=3, fair=2, poor=1)	3
	d. Summary (good=3, fair=2, poor=1)	

3	Reporting the result:	
	a. student report (good=3, fair=2, poor=1)	3
	b. language (good=3, fair=2, poor=1)	3
	c. appearance (attractive=3, fair=2, not attractive=1)	3

iii. Skills/psychomotor

Aspect	Scale			
	Poor	Fair	Good	Excellent
	(Score 21 - 40)	(Score 41-60)	(Score 61-80)	(Score ≥ 81)
Communication skill	The presenter was anxious, uncomfortable, and did not make eye contact with the participants	The presenter was calm, the intonation was flat, but lacking of eye contact with the participants	The presenter was calm, used right intonation and always makes eye contact with the participants	The presenter was enthusiastic, right intonation and can foster enthusiasm for the participants
Mastery the material	Always read notes	Sometimes read the notes	Talk without read the notes	Talk without read the notes and make
Ability to answer the question	Unaccurate	Accurate but lack of argument	Accurate but incomplete argument	Accurate and
Power point visualization	Not attractive	Attractive but not systematic	Attractive and systematic	Very attractive and systematic

b. Universitas Negeri Surabaya's Assesment System

Assesment Components	Percentage Contribution
Participatory Activities	40 %
Test	10 %
Project	50%

B. Course Evaluatiaon and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact Hours	Independent Study
2	3,18	4.620 minutes	2.520 minutes

2. Assesment of PLO and CLO

Course : Sociology of Education

SKS : 2 CU

Program Studi : Undergraduate Sociology Programm

Academic : 2024/2025

Participant : 2023 A, B, C, D, E F, G, H, I, J

Appendix 1

Student's Assignment Rubric

Aspect	Score			
	Good (4)	Fair (3)	Not Good (2)	Bad (1)
The Presentation systematics	The Presentation material is presented coherently and systematic	The Presentation material is presented coherently and but less systematic	The presentation material is presented less coherently and inadequately systematic	The presentation material is presented incoherently and is not systematic
The Presentation of slides	The slides contain important points of the material with an attractive presentation	The slide contains important points of the material with a less attractive presentation	The slides contain a lot of narrative material and the presentation is less interesting	The slides contain incomplete narrative material and the presentation is not attractive
Literature review	The slides generally refer to relevant Concept/Theory Exploration and refer to other relevant reference sources	The slides generally refer to relevant Concept/Theory Exploration	The slides only partially refer to the relevant Concept/Theory Exploration	The slides do not refer to relevant Concept/Theory Exploration
Individual work ethic	Complete assignments on time and actively discuss with lecturers in the process of completing assignments	Complete assignments on time	Delay in completing assignments in short periods	Late in completing assignments for a long period without notification
Organization of responses	Responses answer all instructions	Responses answer most of the instructions	Responses answer some instructions	Responses have not answered all instructions

APPENDICES 2

1. Course Activities Records
 - a. Sample of Student's Attendance



PRESENSI KULIAH
Periode 2024/2025 Gasal

Mata Kuliah : Sosiologi Pendidikan
Kelas : 2023A
Prodi : S1 Sosiologi

Dosen : Dr. Dwiati Nabillah Agustini, S.Sos.,
M.Sosio,
Putri Dwi Permata Indah, S.Sos., M.Sosio,
Moh. Mudzakir, S.Sos., M.A., Ph.D.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			04 Sep 24	11 Sep 24	18 Sep 24	25 Sep 24	02 Oct 24	09 Oct 24	16 Oct 24	23 Oct 24	30 Oct 24	06 Nov 24	13 Nov 24	20 Nov 24	27 Nov 24	04 Dec 24	11 Dec 24	18 Dec 24	
1.	23040564027	YIRNA RACHMA DWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
2.	23040564010	FATIMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
3.	23040564066	DEYRA PUTRI RAHMAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
4.	23040564092	PUPIT SITI KIFTIAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
5.	23040564113	MAZHMITAUCIA IBRIMANSA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
6.	23040564138	AURIA SYARI HUSNA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
7.	23040564186	DELLA NUR SAFITRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
8.	23040564220	KEN IKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
9.	23040564236	ADITYA BINTANG PAMUNGKAS	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
10.	23040564232	KHINAYA DZAFFA ARITRI WAHYUDI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
11.	23040564252	IDZUL PUTRI SANDRA DEWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
12.	23040564346	SOPHIA ANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
13.	23040564388	VIA ASSALWA SETIYA RAMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
14.	23040564395	ALFYA SHAFIA AGHNIYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
Tanda Tangan Dosen / Asisten																			

b. Course Log Book

	Universitas Negeri Surabaya Fakultas Ilmu Sosial dan Ilmu Politik Program Studi S1 Sosiologi					Kod e Doku men
	JURNAL PERKULIAHAN					
MATA KULIAH / KELAS	KODE	Rumpun MK	BOBOT (sks)		SEMES TER	PERI ODE
Sosiologi Pendidikan / Kelas 2023A	6920102218	Mata Kuliah Wajib Program Studi	T =2	P =0	ECTS =3.18	3 2024/2025 Gasal
Deskripsi Singkat	Mata Kuliah ini menjelaskan sejarah dan perkembangan, peletak dasar, paradigma, teori-teori serta metode dalam sosiologi pendidikan. Lebih lanjut, Mahasiswa diharapkan mampu menganalisis realitas pendidikan dalam perspektif sosiologi pendidikan. Maka selain aspek teoritis dan metodologis, mahasiswa diharapkan juga					

MK	mampu mengontekstualisasikan serta mengaplikasikannya dalam membaca problematika dunia pendidikan kontemporer, seperti; relasi masyarakat dan pendidikan, sosialisasi dan Interaksi pendidikan, kurikulum dan hegemoni ideologi, pendidikan dan perubahan sosial, globalisasi dan kapitalisme Pendidikan, gender dan pendidikan, kekerasan dalam institusi pendidikan, homo academicus di Pendidikan Tinggi dan lainnya.						
M g K e-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (<i>offline</i>)	Daring (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mahasiswa mampu menguasai dan menerapkan konsep-konsep dasar sosiologi pada ruang lingkup sosiologi pendidikan	<ol style="list-style-type: none"> Mengidentifikasi ruang lingkup sosiologi pendidikan secara tepat. Menganalisis fenomena pendidikan dengan teori sosiologi 	<p>Kriteria: Refleksi kritis dan Ketepatan analisis konsep yang berkaitan dengan fenomena nyata</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	Gamifikasi, brainstorming, diskusi interaktif 2 X 50		<p>Materi: Ruang lingkup sosiologi pendidikan</p> <p>Pustaka : <i>Maxwell, Claire (Ed.). (2023). Sociological Foundations of Education. Bloomsbury.</i></p> <p>Materi: Ruang lingkup sosiologi pendidikan</p> <p>Pustaka : <i>Dam</i></p>	5%

					<p><i>sar.</i> <i>2010</i> <i>.</i> <i>Pengan</i> <i>tar</i> <i>Sosiolo</i> <i>gi</i> <i>Pendidi</i> <i>kan,</i> <i>Jakarta</i> <i>;</i> <i>Rajawa</i> <i>li Press</i></p> <p>Materi: Ruang lingkup sosiolog i pendidik an</p> <p>Pustaka : <i>Abdulla</i> <i>h Idi,</i> <i>2011.</i> <i>Sosiolo</i> <i>gi</i> <i>Pendidi</i> <i>kan;</i> <i>Individ</i> <i>u,</i> <i>Masyar</i> <i>akat</i> <i>dan</i> <i>Pendidi</i> <i>kan,</i> <i>Jakarta</i> <i>;</i> <i>Rajawa</i> <i>li</i> <i>Press.</i></p>	
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Pertemuan ke 1

Tanggal : 4 September 2024

Topik : Menguasai Dan Mengaplikasikan Konsep-Konsep Dasar Sosiologi

Tentang Ruang Lingkup Sosiologi Pendidikan Jumlah Mahasiswa : 14

Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.

2	mampu menganalisis paradigma sosiologi dan pendidikan dengan mengkaji paradigma fungsionalisme, konflik, interaksionisme, dan kritis dalam konteks fenomena pendidikan kontemporer.	Membandingkan paradigma dalam menjelaskan fenomena pendidikan kontemporer.	Kriteria: Ketajaman perbandingan, contoh relevan, argumentasi logis Bentuk Penilaian : Aktifitas Partisipasif	Small group discussion, quizizz 2 X 50	Materi: konsep dasar sosiologi pendidikan Pustaka: <i>Roem Topatimasang dan Mansour Fakh, 2001. Pendidikan Popular; Membangun Kesadaran Kritis, Yogyakarta; Insist Press.</i>	5%
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Pertemuan ke 2

Tanggal : 11 September 2024

Topik : Menguasai Dan Mengaplikasikan Konsep-Konsep Dasar Sosiologi Tentang Ruang Lingkup Sosiologi Pendidikan

Jumlah : 14

Mahasiswa

Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.

3	Mahasiswa mampu menganalisis hubungan antara masyarakat dan pendidikan dengan menggunakan teori sosiologi pendidikan dalam konteks dinamika sosial masyarakat.	Menganalisis fungsi pendidikan dalam perubahan sosial dengan teori sosiologi.	<p>Kriteria: Relevansi analisis dengan teori & kasus aktual</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Pendekatan Behavioristik/Ekspositori/Ceramah 2 X 50		<p>Materi : Fungsi pendidikan & masyarakat</p> <p>Pustaka: <i>Nana ng Martono, 2014</i> <i>Sosiologi Pendidikan Michel Foucault ; Pengetahuan, Kekuasaan, Disiplin, Hukum, dan Seksualitas . Jakarta; Rajawali press.</i></p>	5%
<p>Pertemuan ke 3 Tanggal : 18 September 2024</p> <p>Topik : Menguasai Dan Mengaplikasikan Konsep-Konsep Dasar Sosiologi Tentang Ruang Lingkup Sosiologi Pendidikan</p> <p>Jumlah : 14</p> <p>Mahasiswa</p> <p>Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.</p>							
4	mampu menganalisis proses sosialisasi dan interaksi dalam pendidikan dengan memahami peran agen sosialisasi di sekolah dalam konteks pembentukan karakter peserta didik.	Menguraikan peran agen sosialisasi di sekolah dalam proses pendidikan.	<p>Kriteria: Uraian sistematis, analisis peran guru, siswa, orang tua</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Role play & simulation 2 X 50		<p>Materi: Sosialisasi & interaksi di sekolah</p> <p>Pustaka: <i>Bowles, Samuel &</i></p>	5%

					<p><i>Gintis, Herbert</i> (2022).</p> <p><i>Schooling in Capitalist America Revisited</i> <i>Haymarket.</i></p>
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Pertemuan

ke 4

Tanggal : 25 September 2024

Topik : Menguasai Tentang Paradigma Sosiologi Dan Pendidikan

Jumlah : 14

Mahasiswa

Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.

5	mampu menganalisis kurikulum sebagai arena ideologi dan kekuasaan dengan memahami teori kurikulum kritis dalam konteks praktik pendidikan di sekolah.	Menganalisis kurikulum dengan teori kritis.	<p>Kriteria: Ketajaman analisis, keterhubungan teori & praktik</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Inquiry/ Diskusi/ penelaahan literatur 2 X 50	<p>Materi: Kurikulum, ideologi, hege moni</p> <p>Pustaka: <i>Rakhmat Hidayat, 2013.</i> <i>Pengantar Sosiologi Kurikulum.</i> <i>Jakarta; Rajawali Press.</i></p>	5%
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Pertemuan

ke 5

Tanggal : 2 Oktober 2024

Topik : Menguasai Tentang Hubungan Masyarakat Dan Pendidikan

Jumlah : 14

Mahasiswa

Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.

6	mampu menganalisis peran guru dalam pendidikan dengan mengkaji peran sosial dan kultural guru dalam konteks masyarakat sekolah.	Menganalisis fungsi sosial & kultural guru.	Kriteria: Analisis peran guru, refleksi terhadap realitas sekolah Bentuk Penilaian : Aktifitas Partisipasif	Reflective discussion, contextual learning 2 X 50		Materi: Peran Guru Pustaka : <i>Maxwell, Claire (Ed.). (2023). Sociological Foundations of Education. Bloomsbury.</i>	5%
Pertemuan ke 6 Tanggal : 9 Oktober 2024 Topik : Menguasai Tentang Sosialisasi Dan Interaksi Dalam Pendidikan Jumlah : 14 Mahasiswa Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.							
7	mampu menganalisis pendidikan sebagai sarana mobilitas sosial dengan menggunakan teori stratifikasi sosial dalam konteks struktur sosial masyarakat.	Menganalisis keterkaitan pendidikan & stratifikasi sosial	Kriteria: Keterhubungan konsep stratifikasi & mobilitas Bentuk Penilaian : Aktifitas Partisipasif	Inquiry/Diskusi/ Penelaahan Pustaka 2 X 50		Materi: Pendidikan & mobilitas sosial Pustaka: <i>Gorard, Stephen. (2022). Schools and Inequality. Routledge.</i>	5%
Pertemuan ke 7 Tanggal : 16 Oktober 2024 Topik : Menguasai Tentang Kurikulum Sebagai Arena Kekuasaan Dalam Pendidikan Jumlah : 14 Mahasiswa Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.							

8	mampu menganalisis teori-teori sosiologi pendidikan dengan memahami pemikiran tokoh klasik dan kontemporer dalam konteks masyarakat sekolah dan inklusif.	Menganalisis teori klasik & kontemporer	<p>Kriteria: Akurasi penjelasan teori, keterhubungan dengan kasus</p> <p>Bentuk Penilaian : Tes</p>	Inquiry/ Diskusi/ Telaah Pustaka 2 X 50		<p>Materi : Teori sosiologi pendidikan</p> <p>Pustaka: <i>Michael W. Apple, Stephen J. Ball and Luis Armand o Gandin. 2010. International Handbook of The Sociology of Education , New York; Routledge.</i></p>	15%
<p>Pertemuan ke 8 Tanggal : 23 Oktober 2024</p> <p>Topik : Menguasai Tentang Peran Guru Dalam Proses Pendidikan</p> <p>Jumlah : 14</p> <p>Mahasiswa</p> <p>Dosen : Moh. Mudzakkir, S.Sos., M.A., Ph.D.</p>							
9	mampu menganalisis dampak globalisasi terhadap pendidikan dengan menelaah fenomena internasionalisasi pendidikan dalam	Mendiskusikan tentang pendidikan dan mobilitas sosial	<p>Kriteria: Ketepatan analisis fenomena & relevansi kebijakan</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Inquiry/ Diskusi/ Telaah pustaka 2 X 50		<p>Materi: Globalisasi Pendidikan</p> <p>Pustaka: <i>Smith, Michael D.</i></p>	5%

konteks masyarakat global.					(2023). <i>The Abundant University: Remaking Higher Education for a Digital World.</i> MIT Press.
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Pertemuan

ke 9

Tanggal : 30 Oktober 2024

Topik : Menguasai Tentang Pendidikan Dan Mobilitas Sosial

Jumlah : 14

Mahasiswa

Dosen : Dr. Dewien Nabelah Agustin, S.Sos., M.Sosio.

10 mampu menganalisis relasi gender dalam pendidikan dengan memahami teori feminis dan kesetaraan pendidikan dalam konteks ketidaksetaraan sosial di sekolah.	Menganalisis ketidaksetaraan gender dengan teori feminis	Kriteria: Menyusun laporan kegiatan diskusi secara benar Bentuk Penilaian : Aktifitas Partisipasif	Inquiry/ Diskusi/ Telaah pustaka dan internet 2 X 50	Materi: Gender dan Pendidikan Pustaka: Gorard, Stephen. (2022). <i>Schools and Inequality.</i> Routledge.	5%
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Pertemuan

ke 10

Tanggal : 6 November 2024

Topik : Menguasai Tentang Globalisasi, Internasionalisasi Dalam Pendidikan

Jumlah : 14

Mahasiswa

Dosen : Dr. Dewien Nabelah Agustin, S.Sos., M.Sosio.

1 1	mampu menganalisis fenomena kekerasan dalam pendidikan dengan menggunakan konsep kekerasan simbolik dan struktural dalam konteks interaksi di sekolah.	Mendiskusikan tentang relasi gender dalam pendidikan	Kriteria : Analisis kritis, contoh aktual, hubungan teori–praktik Bentuk Penilaian : Penilaian Portofolio	Inquiry/ Diskusi/ Telaah pustaka dan telusur internet 2 X 50		Materi: Kekerasan di sekolah Pustaka: <i>Nana ng Martono, 2012</i> <i>. Kekerasaan Simbolik di Sekolah ; Sebuah Ide Sosiologi Pendidikan Pierre Bourdieu ,.Jakarta ; Rajawali Press.</i>	5%
<p>Pertemuan ke 11 Tanggal : 15 November 2024 Topik : Menguasai Tentang Relasi Gender Dalam Pendidikan Jumlah : 14 Mahasiswa Dosen : Putri Dwi Permata Indah, S.Sos., M.Sosio.</p>							
1 2	mampu menganalisis peran pendidikan tinggi dengan mengkaji fungsi sosial dan ekonomi pendidikan tinggi dalam konteks pembangunan masyarakat.	Menganalisis fungsi sosial & ekonomi pendidikan tinggi.	Kriteria: Kedalaman analisis, argumentasi logis Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Inquiry/ Diskusi/ Telaah pustaka dan telusur internet 2 X 50		Materi: Pendidikan tinggi & pembangunan Pustaka : <i>Smith, Michael D. (2023). The Abundant</i>	5%

University:
Remaking
Higher
Education
for
a Digital
World.
MIT
Press.

Pertemuan

ke 12

Tanggal : 20 November 2024

Topik : Menguasai Tentang Fenomena Kekerasan
Dalam Pendidikan

Jumlah : 14

Mahasiswa

Dosen : Putri Dwi Permata Indah, S.Sos., M.Sosio.

1 3	mampu menganalisis pendidikan bagi kaum marjinal dan difabel dengan mengkaji konsep pendidikan inklusif dalam konteks keadilan sosial.	Menganalisis hambatan pendidikan inklusif.	<p>Kriteria: Analisis hambatan & solusi inklusif</p> <p>Bentuk Penilaian : Penilaian Portofolio</p>	Inquiry/ Diskusi/ Telaah pustaka dan telusur internet 2 X 50	<p>Materi: Pendidikan inklusif & keadilan sosial</p> <p>Pustaka: Gorard, Stephen. (2022). <i>Schools and Inequality</i>. Routledge.</p>	5%
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Pertemuan

ke 13

Tanggal : 21 November 2024

Topik : Menguasai Peran Pendidikan Tinggi Dalam Masyarakat

Jumlah : 14

Mahasiswa

Dosen : Putri Dwi Permata Indah, S.Sos., M.Sosio.

14	<p>mampu mengintegrasikan teori sosiologi pendidikan dengan mengkaji pemikiran Durkheim, Parsons, Weber, Bourdieu, dan Foucault dalam konteks analisis fenomena pendidikan.</p>	<p>Mengubungkan teori dan kasus nyata</p>	<p>Kriteria: Ketepatan integrasi teori dengan kasus nyata</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	<p>Cooperative Learning/Diskusi 2 X 50</p>		<p>Materi: kaum marjinal dan difabel</p> <p>Pustaka: Nana ng Martono, 2014 . Sosiologi Pendidikan Michel Foucault ; Pengetahuan, Kekuasaan, Disiplin, Hukum, dan Seksualitas . Jakarta; Rajawali press. Materi: integrasi teori sosiologi pendidikan Pustaka : Maxwell , Claire (Ed.). (2023). Sociological Foundations of Education. Bloomsbury. Materi: literatur & data lapangan</p>	5%
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Pustaka
Neuman,
Lawrence W.
&
Robson,
Karen.
(2024).
*The
Basics of
Social
Research:
Qualitative
and
Quantitative
Approaches
(5th
Canadian
Edition).*
Pearson.

Pertemuan

ke 14

Tanggal : 4 Desember 2024

Topik : Menguasai Tentang Pendidikan Kaum
Marjinal Dan Kaum Difabel

Jumlah : 14

Mahasiswa

Dosen : Putri Dwi Permata Indah, S.Sos., M.Sosio.

15	<p>mampu merancang rancangan proyek riset sosiologi pendidikan dengan menggunakan literatur ilmiah dan temuan lapangan dalam konteks problematika pendidikan kontemporer.</p>	<p>Mendiskusikan tentang pendidikan kaum marginal dan kaum difabel</p>	<p>Kriteria: Mampu menyusun dan menganalisis temuan laporan penelitian secara benar</p> <p>Bentuk Penilaian : Penilaian Portofolio</p>	<p>Peer review, collaborative writing 2 X 50</p>	<p>Materi: kaum marginal dan difabel</p> <p>Pustaka: <i>HAR Tilaar. 2012. Pendidikan dan Kekuasaan, Jakarta ; Rineka Cipta.</i></p> <p>Materi: penyusunan laporan penelitian</p> <p>Pustaka: <i>Neuman, Lawrence W. & Robson, Karen. (2024). The Basics of Social Research: Qualitative and Quantitative Approaches (5th Canadian Edition). Pearson.</i></p>	<p>5%</p>
<p>Pertemuan ke 15</p>						

	<p>Tanggal : 11 Desember 2024</p> <p>Topik : Menguasai Tentang Pendidikan Kaum Marjinal Dan Kaum Difabel</p> <p>Jumlah : 14</p> <p>Mahasiswa</p> <p>Dosen : Putri Dwi Permata Indah, S.Sos., M.Sosio.</p>						
16	<p>mampu menyajikan hasil rancangan proyek riset sosiologi pendidikan secara sistematis dan argumentatif dengan memanfaatkan teori dan data empiris dalam konteks forum akademik (UAS).</p>	<p>Mampu menyusun laporan ilmiah tentang isu pendidikan berdasarkan kajian literatur</p>	<p>Kriteria: Uraian laporan hasil penelitian dengan baik dan benar serta menyajikan dan memaparkan hasil penelitian melalui presentasi</p> <p>Bentuk Penilaian : Tes</p>	2 x 50		<p>Materi: Laporan hasil penelitian sosiologi pendidikan</p> <p>Pustaka: <i>Dasar. 2010 . Pengantar Sosiologi Pendidikan , Jakarta; Rajawali Press</i></p>	15%
<p>Pertemuan ke 16 Tanggal : 18 Desember 2024</p> <p>Topik : Ujian Akhir Semester</p> <p>Jumlah : 14</p> <p>Mahasiswa</p> <p>Dosen : Putri Dwi Permata Indah, S.Sos., M.Sosio.</p>							

c. Sample of Test

Mid Term Test

I. SOAL

Soal	Bobot Nilai (%)
<p>Write a reflective essay describing your personal experience related to an educational issue you have faced or witnessed. Then, connect that experience with broader educational problems using the sociological imagination perspective of C. Wright Mills.</p> <p>Topic: "Individual Experience and Educational Problems: An Analysis through the Perspective of Sociological Imagination"</p>	10 (contoh)

<ol style="list-style-type: none"> 1. Introduction (150-200 words): Briefly explain the concept of sociological imagination. Explain the importance of using this perspective in understanding educational issues. Provide a general overview of your personal experience that will be used as a case study in this essay. 2. Personal Experience Description (200-300 words): Describe in detail your personal experience related to education (e.g., difficulty accessing education, discrimination in the learning process, inequality of educational resources, etc.). Provide the social context surrounding your experience (e.g., whether it occurred in a public or private school, in an urban or rural area, etc.). 3. Analysis with the Sociological Imagination Perspective (300-400 words): Use the concept of sociological imagination to explain how your personal experience is not just an individual problem but also influenced by larger social structures. Identify structural issues (e.g., social inequality, educational policies, the influence of social class, race, or gender) that may be related to your experience. Connect your personal experience with broader educational issues in society. 4. Implications and Reflection (150-200 words): Reflect on how understanding educational problems from the perspective of sociological imagination has changed your view of the issue. What are the broader implications of this understanding for educational policies or actions that can be taken to address these problems? 5. Conclusion (100-150 words): Summarize the main findings of your essay. Emphasize the importance of linking personal experience with broader social dynamics to understand educational problems. 	90
<p>Assesment Criteria:</p> <ul style="list-style-type: none"> • Understanding and application of the concept of sociological imagination (30%). • Depth of analysis of educational problems (30%). • Relevance between personal experience and broader social issues (20%). • Clear and organized structure and flow of writing (10%). • Writing skills, including proper grammar and spelling (10%). <p>Essay Length: Minimum 850 words, maximum 1000 words. Deadline: [According to class schedule, no later than 11.00 PM]</p>	

Dipersiapkan oleh, Prepared by,	Diperiksa oleh, Corrected by,	Disetujui oleh, Approved by,
Dosen	UPM	Koorprodi
Moh. Mudzakkir. S.Sos. M.A.	Pambudi Handovo.	Dr. Agus Machfud Fauzi.

Final Test

Instructions:

For your final exam, you are required to prepare a **mini research report** on an educational issue from a sociological perspective.

1. **Title**
 - Provide a clear and specific research title that reflects your study focus.
2. **Problem Formulation**
 - State the main research problem or question.
 - Explain why this problem is important in the context of Sociology of Education.
3. **Theoretical Framework**
 - Choose at least one sociological theory (e.g., Durkheim's Functionalism, Bourdieu's Habitus, Mills' Sociological Imagination, Freire's Critical Pedagogy).
 - Explain how the theory helps to analyze your research problem.
4. **Research Method**
 - Briefly describe how you collected your data (e.g., observation, short interview, questionnaire, or literature review).
 - State the participants or sources of data.
5. **Findings / Results**
 - Present the main findings of your mini research.
 - Explain the meaning of these findings in relation to the research problem.
6. **Discussion**
 - Connect your findings with the chosen sociological theory.
 - Analyze the broader implications for education and society.
7. **Conclusion**
 - Summarize your research results and key insights.
 - Provide recommendations or reflections.

Assessment Criteria (100%)

- Clarity and relevance of Title & Problem Formulation (20%).
- Theoretical Framework and its application (20%).
- Method and Findings (25%).
- Quality of Discussion and Analysis (20%).
- Organization, coherence, and writing quality (15%).

d. Sample of Student's Answer to Mid-Term and Final Test

Mid Term

Name : Pipit Siti Kiptiyah

Class : Sociology 2023 A

Midterm Test : Sociology Of Education

“From Mills to the Classroom: An Application of Sociological Imagination Theory in Addressing Educational Discrimination”

Sociological imagination, a concept coined by C. Wright Mills, is the ability to understand the relationship between individual experiences and broader social structures. Mills argued that in order to understand society, we need to connect “private issues” with “public issues”. This perspective is crucial in analyzing educational issues as it allows us to see the interconnections between private and public issues, as well as understand the historical and social contexts that shape the educational system.

In the context of education, the sociological imagination helps us understand how a student's experience in the classroom is not only the result of personal interactions, but also the product of the broader education system, government policies, and social norms. This essay will analyze the experience of a student in Senior High School (SMA) who faces discrimination and stigmatization related to education majors, using the lens of sociological imagination. With this approach, we can see how educational policies, social inequalities, and other structural factors affect individual experiences at school.

This experience happened at SMA Negeri 1 Grogol, before the 2023/2024 school year, when the majoring system still divided students into Science, Social Studies, and Language. As one of the students who chose the social studies major, I experienced various forms of discrimination and stigmatization. There was a general perception that social studies students were “inferior” to science students, which resulted in negative labeling, bullying, and marginalization in the classroom and school community. These students experience decreased motivation to learn, low self-esteem, and mental health problems. These experiences not only impact the individual, but also reflect broader issues in the education system.

As a social studies student, I often hear demeaning comments such as “Social studies is for students who are not good at math” or “You got into social studies because you couldn't do science, right?”. Teachers also sometimes made unfair comparisons, for example by saying “Science classes are always more orderly than social studies classes” in front of all students. As a result, I experienced a decrease in motivation to learn, felt inferior, and experienced mental health disorders such as anxiety and depression.

Through the perspective of the sociological imagination, this personal experience can be seen as a manifestation of larger structural problems in the Indonesian education system. The discrimination experienced by social studies students is not just an individual problem, but a reflection of structural inequalities in the education system.

Firstly, the implicit hierarchy between majors shows a systemic bias in the way society views different fields of study. This is linked to economic and social structures that tend to value certain fields (such as science and technology) more highly than others. Pierre Bourdieu,

a French sociologist, explains this phenomenon through the concepts of “cultural capital” and “social reproduction”. According to Bourdieu, the education system tends to reproduce existing social inequalities by placing a higher value on certain types of knowledge and skills that are typically possessed by higher social classes.

Second, the normalization of bullying and stigmatization reflects the failure of the education system to instill values of inclusivity and equality. Émile Durkheim, one of the founders of modern sociology, emphasized the role of education in transmitting social values and maintaining social cohesion. The failure to prevent discrimination between majors indicates a dysfunction in an education system that is supposed to promote solidarity and equality.

Data from the Program for International Student Assessment (PISA) showing high levels of student harassment in Indonesia (ranked fifth out of 78 countries) reinforces the argument that this is a systemic problem. The fact that 42% of students aged 15 years or older experience an act of violence in a month points to a structural crisis in the national education system.

In addition, the discrimination I experienced can also be seen through the theory of “labeling” developed by Howard Becker. This theory explains how labels given by society (in this case, stereotypes about social studies students) can affect individual behavior and identity. In my case, the label “less intelligent social studies student” affected not only how others treated me, but also how I viewed myself.

The Ministry of Education's policy change that abolished the traditional majoring system or in accordance with Curriculum 2013 (K-13), namely the abolition of science, social studies and language majors starting in the 2023/2024 academic year at SMA Negeri 1 Grogol can be seen as a response to this structural problem. However, policy changes alone may not be enough without a fundamental transformation in the way society perceives the value of various fields of study.

Understanding this problem through the lens of the sociological imagination shifts the perspective from blaming individuals to recognizing the role of social structures in creating and maintaining inequality. This suggests that effective solutions must go beyond individualized interventions and include systemic reforms.

Implications of this understanding include the need for:

1. Curriculum reforms that emphasize value equality between different fields of study.
2. Teacher training programs that focus on inclusivity and respect for the diversity of student talents.
3. Stricter and more comprehensive anti-bullying policies at the school and national levels.
4. Public awareness campaigns to change society's perception of the value of different educational pathways.

Reflection on this experience through the lens of sociological imagination has changed the way I view the issue of discrimination in schools. I realized that my experience was not just a personal issue, but was part of a larger structural issue. This understanding empowers me to see myself not as a victim, but as part of a system that requires change.

In conclusion, the analysis of individual experiences through the perspective of sociological imagination shows that the problem of discrimination and stigmatization in education is not just a personal problem, but reflects broader structural issues. Creating a more equitable and inclusive education system requires a holistic approach involving policy reforms, changes in school culture and transformation of community perceptions. By understanding the interconnections between individual experiences and social structures, we can design more effective solutions to address challenges in education and build a system that values students' diverse talents and interests.

A handwritten signature in black ink, appearing to be 'L. S. S.', with a double underline beneath it.

--- FEEDBACK & CORRECTIONS ---

1. Good introduction: You clearly explain Mills' concept of sociological imagination. You could strengthen this section by briefly connecting the concept directly to the chosen case earlier.
2. Strong use of personal experience. Consider clarifying how widespread this issue is among other students to reinforce the 'public issue' aspect.
3. Good integration of Bourdieu's concept of cultural capital. To improve, provide an example of how 'science majors' are linked to privileged cultural capital in Indonesia.
4. Excellent use of Durkheim's theory. However, you could add more detail about how solidarity and cohesion are disrupted by this discrimination.
5. The use of PISA data is effective. It would be stronger if you connect the statistic more directly to your personal case, showing the systemic pattern.
6. The application of Becker's labeling theory is relevant. Consider adding a short reflection on how labels might be resisted or challenged.
7. Policy discussion is good. You might also reflect on possible unintended consequences of abolishing majors (e.g., new forms of hierarchy may emerge).
8. The reflection is thoughtful. To improve, you could propose one concrete step you personally could take (e.g., awareness campaign, peer support).
9. Conclusion is clear. However, you could restate Mills' concept again to reinforce the theoretical frame at the end.

Praise be to Allah SWT, who has bestowed His grace and blessings, enabling the successful completion of this qualitative research report entitled "The Meaning of Education for Telkom University Surabaya Students." This research was conducted as part of an academic effort to understand students' perspectives on the meaning of education in the context of their lives.

In the process of compiling this report, the author received much support, guidance, and input from various parties. Therefore, the author would like to express his deepest gratitude to:

1. Mr. Moh. Mudzakkir, S.Sos., MA, Ph.D., Mrs. Dr. Dewien Nabelah Agustin, S.Sos., M.Sosio., Mrs. Putri Dwi Permata Indah, S.Sos., M.Sosio., as the supervisors who have provided direction, guidance, and motivation during the research process until the preparation of this report.
2. Telkom University Surabaya students who are willing to be subjects and share their views and experiences about education.
3. Fellow group members, who provided moral support, encouragement and good cooperation in this research process.

The author realizes that this report still has shortcomings, both in terms of content and presentation. Therefore, constructive criticism and suggestions are highly appreciated for future improvements.

We hope this research report will benefit the development of educational sociology studies, particularly in understanding the meaning of education from a student perspective. We thank you for your time and attention.

Surabaya, November 14, 2024

Writing Team

NON-PLAGIATION STATEMENT LETTER

I, the undersigned below,

Name : Aditya Bintang Pamungkas
Student ID : 23040564226
Study Program / Faculty : Bachelor of Sociology / Faculty of Social and
Political Sciences
Title : "The Meaning of Education for Telkom University
Surabaya Students"
Report made by : Group/Team

I, the undersigned, hereby declare that the results of the Research Report we have produced are original research, not plagiarized, or created by someone else and are not currently or have never been included or published on any website.

Thus, this statement is made truthfully, and if it is proven that there are violations in it, then we are ready to accept sanctions as a form of accountability.

Saturday, December 14, 2024



Aditya Bintang Pamungkas
Student ID Number 23040564226

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INTRODUCTION

1.1 Background

Education is a fundamental element in human life, serving not only as a means of acquiring knowledge, but also as a tool for shaping character and self-identity. Education plays a very important role in human life. For students, education is not only a means of acquiring knowledge, but also a medium for character formation, potential development, and preparation for a better future. At Telkom University Surabaya, education is the main foundation in creating a young generation that is qualified, innovative, and able to face the challenges of the times. As a higher education institution that prioritizes technology, innovation, and entrepreneurship, Telkom University Surabaya has a vision to become a world-class university based on information technology. Therefore, students not only receive academic learning, but also are equipped with moral, social, and cultural values. Education here is understood as the key to creating change that brings benefits to themselves, their families, and society at large.

The significance of education for Telkom University Surabaya students can be seen from various perspectives. One is a deep understanding of their chosen disciplines. With a comprehensively designed curriculum, students are equipped with theory and practice that align with the needs of the workplace. This not only makes them industry-ready professionals but also fosters critical and creative thinking skills, which are essential to addressing the challenges of the times. Furthermore, education at Telkom University also focuses on character development. Students are guided not only to excel intellectually but also to possess integrity, a work ethic, and a sense of responsibility. These values are essential foundations for building successful careers and meaningful lives. Through activities such as student organizations, leadership training, and community service, students are encouraged to understand the importance of honesty, empathy, and cooperation.

Education at Telkom University also emphasizes the development of individual potential. The campus provides various facilities and programs to support students' interests

and talents, ranging from modern laboratories and innovation centers to extracurricular activities. Students are given the space to explore various fields of interest, allowing them to discover their unique passions and potential. Thus, education is not limited to classroom learning but also through direct experience in the field. As an institution that prioritizes technology and innovation, Telkom University teaches its students to utilize education as a means to create a positive impact on society. In today's digital era, technology plays a crucial role in transforming human life. Students are encouraged to become not only users of technology but also creators of technology-based solutions that can address various social issues. Through education, they learn that science and technology must be utilized for the welfare of many.

Education also serves as a bridge for Telkom University Surabaya students to understand cultural diversity and global values. In an increasingly connected world, students need to have an international perspective to compete globally. The university offers programs such as student exchange programs, international seminars, and collaborations with foreign institutions to broaden their horizons. By interacting with people from diverse backgrounds, students are taught to appreciate differences and work together to achieve common goals. Furthermore, education at Telkom University also instills an awareness of the importance of contributing to society. Through programs such as the Community Service Program (KKN) and community service, students go directly into the field to apply their knowledge to help solve local problems. This process enhances their social sensitivity while instilling a sense of responsibility as part of the nation's next generation. Students understand that education is not only for personal gain, but also to have a positive impact on the surrounding community.

Education also serves as a means to increase social and economic mobility. For many students, education is a path to achieving their dreams and improving their living conditions. With a quality education at Telkom University, students have a greater opportunity to find decent employment, improve their standard of living, and make a positive contribution to their families. In this sense, education serves as an empowering tool to help students realize their full potential.

A study published in the Indonesian Education Journal in 2023 aimed to explore the influence of technology-based teaching methods on student learning motivation. This research showed that technology-integrated teaching can increase student motivation and engagement, particularly in the context of online learning, which has become increasingly prevalent following the COVID-19 pandemic.

A study published by the Ministry of Education and Culture in 2022 examined the impact of education policies on improving student literacy in Indonesia. The study found that despite improvements in educational access, student literacy remains below international standards, as evidenced by the PISA survey results, which showed low reading and mathematics skills among Indonesian students. This study underscores the importance of adapting curriculum and teaching methods more critically to address the challenges of educational globalization. The Internationalizing Education study (2023) discusses the impact of internationalization programs on students' worldviews, which relates to Telkom University's efforts to broaden students' global perspectives through various international exchange programs and global collaborations. This encourages students to appreciate cultural diversity and work together to achieve common goals.

1.2 Problem Formulation

1. What is the meaning of education for Telkom University Surabaya students?

1.3 Research Objectives

1. Understanding students' perspectives on the meaning of education among Telkom University Surabaya students

1.4 Benefits of Research

The research, "The Meaning of Education for Telkom University Surabaya Students," offers significant theoretical and practical benefits. Here are some of the benefits to be gained from this research:

1. Theoretical benefits

Theoretically, this research is able to provide the following benefits:

- a. Providing new knowledge contributions regarding the meaning of education for Telkom University Surabaya students, where this research focuses on the meaning of education for Telkom University Surabaya students and the alignment of the education they are pursuing with their dream jobs.
- b. Contributing to the development of scientific disciplines, where this research can contribute to the development of scientific disciplines such as sociology and education.
- c. As a reference for subsequent research that is in line with the meaning of education for Telkom University Surabaya students and can be used as material for further study.

2. Practical benefits

The practical benefits of this research are able to provide the following benefits:

- a. For researchers

For researchers, this study can increase knowledge and provide firsthand experience regarding the meaning of education for Telkom University Surabaya students. The study also focuses on whether there is a alignment between their education and their dream jobs.

- b. For students

For the community, the research conducted helps students to understand the meaning of education and its alignment with the students' dream jobs.

- c. For the Government

For the government, this research can be used as a source of information to formulate policy directions in the field of improving and equalizing the quality of education to support alignment with the world of work.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Study

Phenomenology is a philosophical approach introduced by Edmund Husserl in the early 20th century. Its primary goal is to understand phenomena through the subjective experiences of individuals. Husserl developed this approach to explore the essence of human experience, seeking to "return to the things themselves" (*zurück zu den Sachen selbst*). This means abandoning assumptions and prejudices to focus on direct experience and how the phenomenon is perceived by the individual. In phenomenology, there is a crucial concept, namely *epoché* . This concept requires researchers to suspend all their beliefs, assumptions, and judgments about the phenomenon being studied. Through *epoché* , researchers strive to eliminate bias so they can focus on the subjective experiences expressed by research participants. Husserl emphasized that understanding human experience must be done from the perspective of the person experiencing it directly, not from external interpretations or assumptions.

This phenomenological approach is relevant to research on the meaning of education for Telkom University Surabaya students because it allows for an in-depth exploration of student experiences. With a phenomenological approach, researchers can understand how each student interprets their education, based on their individual backgrounds, experiences, and perceptions. The unique perspectives that students bring are influenced by their interactions with the social and academic environment on campus. Husserl also developed the concept of intentionality, which states that consciousness always has a direction or purpose towards something. In this case, when students talk about education, they don't see it simply as an abstract concept, but rather as something related to specific hopes, goals, and experiences. For Telkom University students, education may be seen as a means to achieve goals such as obtaining employment, developing skills, or building social networks that support future careers.

Through phenomenology, this study will explore students' experiences of education at Telkom University, focusing on how they perceive, interpret, and give meaning to the educational process they undergo. This approach allows researchers to understand the differences in perspectives among students from different socioeconomic backgrounds, as well as how these perspectives influence their career goals. The primary focus of phenomenology is to capture

the essence of the experience, namely the underlying meaning experienced by individuals. The phenomenological approach is highly appropriate for this study, as it aims to understand the subjective meaning of education for Telkom University students. This method allows researchers to see how students view education not only as an economic tool but also as a meaningful life experience that contributes to the formation of their identity and career aspirations. By using in-depth interviews, researchers can explore students' views on education, from the reasons for choosing a major to expectations regarding future employment. This approach can uncover various interpretations that cannot be reached by quantitative or objective research methods.

Overall, Husserl's phenomenological theory provides a strong methodological foundation for this research, emphasizing the importance of understanding the world from the perspective of the individual experiencing it. Through phenomenology, researchers can explore the meaning of education as perceived by Telkom University students as part of their life journey, as well as how these experiences influence future career choices and personal goals.

2.2 Previous Research

Several researchers have previously conducted research on the meaning of education, particularly regarding the meaning of education at Telkom University. The following is a summary of some relevant research:

1. Definition of Education

Research by Desi Pristiwanti (2022) states that education is the sum total of lifelong learning experiences in various environments and situations, positively impacting the development of each individual. This encompasses both formal and informal learning that contributes to the growth of a person's character, knowledge, and skills. Studies show that education is not just about acquiring knowledge in college or elementary school; rather, it is a dynamic process that motivates everyone to continue learning and developing in various aspects of their lives. Through it, we can enhance our own potential and become better citizens by bringing positive values to our communities.

2. The Meaning of Curriculum in Educational Perspective

A study by Mariatul Hikmah (2020). The current focus of the curriculum in education tends to be on material achievement, diplomas, high grades, and students' memorization skills. This suggests that educational goals often prioritize academic outcomes over developing deeper understanding and skills.

3. Research conducted by W. Lusmawan in 2019 on the era of disruption and its implications for the repositioning of the meaning and practice of education. The article shows that education must adapt quickly to changing times, especially in the era of disruption. Education not only functions to transfer knowledge and skills, but also must teach ethical, cultural, and moral values that cannot be replaced by machines. Therefore, the role of educators must shift from merely imparting knowledge to guiding students in developing character and social empathy. If this is not done, education will lose its meaning and relevance in modern society. Then, there is an urgent need to overhaul education policies to be more relevant to current needs, by shifting the paradigm from standardized education to education based on the individual characteristics of students.

4. Research conducted by Alpiyan, Anggraeni, Wiharti, and Soleha in 2019 on the importance of education for humans. This article demonstrates the importance of education in improving the quality of life of the community, especially in Mulyasejati Village, Ciampel District, Karawang Regency. The government is striving to improve education from elementary to higher levels through budget allocation and supportive policies. This community service activity aims to provide counseling and outreach regarding the importance of education, as well as motivate residents to continue their education to a higher level. This activity shows that residents are more motivated to improve their standard of living through education. Education is considered very important because it can help individuals develop their competencies and meet the challenges of increasingly advanced and modern developments.

5. Research conducted by Andriyani and Stiyoko in 2020 on the meaning of education for students whose mothers have left them to travel. This article shows that the social

interactions of students whose mothers have left them to travel, the process of social interaction of students occurs cooperation, sympathy and accommodation is very low, often conflicts occur, and in one case there is no accommodation where dissociative dominance occurs, rather than associative, there is a conclusion that there is a deviation in the social interactions of students whose mothers have left them to travel. The meaning of education for elementary school students whose mothers have left them to travel. The role of parents in supporting the education of students whose mothers have left them to travel also determines the success of education. The motivation of students whose mothers have left them to travel, both studying at home which still has to be ordered, as well as the recognition of students whose mothers have left them to travel, about the motivation to come to school because they want to meet their friends. Students whose mothers have left them to travel carry out education based on what they think in themselves.

6. Research conducted by Rohmah in 2019 on existentialism in education. This article shows that the focus of existentialist education is human freedom. In an effort to emphasize individual subjectivity, existentialist teachers must be able to foster a sense of self-awareness and responsibility in students. For significant personal choices to be made, only students are capable of defining themselves. Each person has responsibility for their own education, and it cannot be imposed by teachers or the school system.
7. Research conducted by A. Taufiq in 2018 on the New Paradigm of Higher Education and the Meaning of Lectures for Students. This article shows that the educational paradigm that is developing and influencing the way of thinking, behaving, and acting for the educational community is behaviorist. This paradigm is influenced by the philosophy of positivism, which treats human individuals solely as objects. Therefore, individuals lack freedom and creativity. In the learning process according to the behaviorist paradigm, students are considered blank slates that are free to be filled by lecturers. Whatever the lecturer conveys will influence and shape changes in students. As a result, students lack creativity. This is in stark contrast to the constructivist paradigm that has developed recently. According to this paradigm, students are recognized as having freedom of thought and creativity. This will have a significant impact on student independence. Lecturers are no longer the focus of learning, but

instead, students have a very significant position in the success of the learning process. By implementing a constructivist paradigm in higher education, the meaning that students give to lectures has a significant position in the success of educational goals and the ongoing learning process. The understanding, meaning, and perspective of this course will further determine students' attitudes, actions, forms of activity, and learning culture. Thus, the focus of the study is no longer the educational structure, but rather the uniqueness and inner aspects of the individual actors in education (students, lecturers, officials/leaders of institutions).

2.3 Concept

a. Meaning

Meaning is a concept that refers to the understanding, interpretation, or value contained in an object, word, statement, or experience. In linguistic contexts, meaning is often divided into two main categories: denotative meaning and connotative meaning.

Denotative meaning is the literal meaning or definition that can be directly found in a dictionary. It is the most common and widely accepted meaning of a word or phrase without considering context or emotional nuances.

Connotative meaning, on the other hand, includes additional associations or emotional meanings attached to a word beyond its literal meaning. For example, the word "flower" can have romantic or symbolic connotations, such as love or beauty. These connotations can vary based on culture, personal experience, and social context.

Overall, meaning is a fundamental element in human communication and understanding. Understanding the difference between denotative and connotative meaning and the factors that influence meaning is crucial for interacting effectively in various social and cultural contexts.

b. Education

Education is a planned and conscious effort to develop an individual's potential so they can function optimally in society. In this context, education focuses not only on mastering knowledge and skills, but also on developing the character and moral values of students.

Education can be defined as a process involving interaction between educators and students, aimed at facilitating cognitive, emotional, and social development. According to Branata (1988), education is a deliberate effort to help children achieve maturity, both physically and spiritually. The objectives of education are crucial for guiding the learning process. Some of the main objectives of education include: Character Development: Developing individuals with high morals and capable of making positive contributions to society. Creativity: Encouraging students to be creative and innovative in facing the challenges of the times. Social Readiness: Preparing individuals to play an active role in social life and contribute to national development. Overall, the concept of education encompasses a conscious and planned effort to develop an individual's potential holistically. With clear objectives and the right approach, education can produce a generation that is not only intelligent but also moral and ready to face life's challenges.

c. Student

According to the KBBI (Big Indonesian Dictionary), students are those who are studying at a tertiary institution. Students are individuals undergoing formal education at higher education institutions, such as universities, colleges, or tertiary institutions. The concept of a student encompasses several important aspects related to their academic status, responsibilities, and individual development. Students are individuals who are actively engaged in the process of learning and developing themselves academically. They undertake formal studies under the guidance of lecturers and academic facilitators. This formal education process brings them closer to achieving a bachelor's degree or diploma relevant to their study program. Overall, the concept of a student encompasses their academic status, responsibilities, and individual development within a dynamic academic environment. With adaptability

and active participation in various programs, students are prepared to face future challenges with a strong foundation of knowledge and skills.

d. Telkom University Surabaya

Telkom University Surabaya is a private university focused on developing higher education in the field of information and communication technology. With a vision to become a leading university in Southeast Asia, Telkom University Surabaya is committed to producing graduates who possess not only technical expertise but also innovative abilities and character. The study programs offered cover various disciplines such as Informatics Engineering, Information Systems, and Telecommunication Technology, designed to meet the needs of modern industry. Through an interactive and technology-based learning approach, students are encouraged to engage in practical projects that help them prepare for the challenges of the workplace. In addition, Telkom University Surabaya actively partners with various companies and institutions to strengthen the relationship between academia and industry. Innovative research and community service activities are an integral part of the curriculum, where students are directly involved in real-world solutions for their surrounding communities. Modern educational facilities, supported by experienced faculty, create a conducive learning environment for students to develop academically and professionally. With this comprehensive concept, Telkom University Surabaya strives to produce a generation of future leaders ready to contribute to the development of technology and society.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Approach

This study uses a qualitative approach to gain an in-depth understanding of the meaning of education from the perspective of Telkom University Surabaya students. A qualitative approach was chosen because it allows for a comprehensive exploration of students' experiences, perceptions, and understanding of what they learn on campus. In-depth interviews, participant observation, and document analysis were the research instruments used. In-depth interviews were conducted with students and lecturers to understand the meaning of education. Participatory observation was conducted on campus to understand the conditions and dynamics of the teaching and learning process. Telkom University's accreditation report, curriculum, and education policies were part of the document analysis.

3.2 Research Subjects

The research subjects in this study were students from Telkom University Surabaya. These students were selected because they directly experience the educational process at Telkom University Surabaya, which encompasses various academic, social, and professional aspects. Subject selection was conducted using a purposive sampling method, where researchers selected individuals deemed able to provide relevant information in line with the research objectives.

3.3 Location and Time of Research

Telkom University Surabaya was chosen as the location for this research due to its relevance and the availability of resources to examine the meaning of education from a student perspective. Telkom University was also chosen for its reputation as a technology and communications-focused university with a dynamic academic environment.

The research lasted two months, from November to December 2024. The data collection process was carried out in stages, starting with identifying relevant respondents, followed by in-depth interviews, observations, and document analysis. The initial phase of the research began with an initial survey to identify respondents to be interviewed, followed by scheduling interviews and observations.

3.4 Data Collection Techniques

Two main approaches will be used to collect research data, including:

- **In-depth Interview**

Interviews will be conducted with students at Telkom University Surabaya. The purpose of these interviews is to gain further insight into their perspectives on the meaning of education, including the alignment of their education with their dream jobs. To ensure data accuracy, interviews will be conducted face-to-face and recorded with the respondents' consent.

- **Literature study**

Literature review is a data collection technique that involves reviewing various reading sources, such as books, scientific articles, previous research, and other publications related to the research topic. This literature review helps researchers understand the context and relevant theories .

3.5 Data Analysis

A thorough analysis of the data obtained from observations, interviews, and document analysis will be conducted to identify key emerging themes. The analysis process begins with verbatim transcription of the interviews to ensure data accuracy. The data is then analyzed to identify themes relevant to the narratives shared by the research subjects. These themes are then interpreted to understand their meaning and implications for education at Telkom University. Thematic analysis will be used. The researcher will read and categorize the data based on emerging themes. These themes will then be thoroughly analyzed to understand the patterns and how they relate to each other. Including internal and external factors that influence student perceptions, thematic analysis allows the researcher to identify various components that influence the meaning of education for students. The researcher will continuously evaluate and compare the results to identify important similarities and differences. Upon completion of this analysis, a research report will be prepared that explains the key findings and provides recommendations.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 The Meaning of Education for Telkom University Surabaya Students

Education, simply defined, is a long-term, ongoing process encompassing guidance, instruction, and training aimed at preparing individuals to fulfill their roles in society. Throughout the process, education provides a unique meaning to the individuals who serve as implementing agents. Educational systems naturally differ from one educational institution to another. These different educational systems create different experiences for individuals.

Education at Telkom University Surabaya is not just about achieving grades or degrees, but rather a profound and holistic process. The campus not only teaches theory in the classroom but also encourages students to apply their knowledge through various practical activities, such as projects, teamwork, and internships. The flexible curriculum allows students to choose courses according to their interests and talents, supported by a variety of extracurricular activities for personal development. Furthermore, the supportive campus environment, with complete facilities such as laboratories, libraries, and discussion rooms, along with support from faculty and staff, creates an optimal learning experience.

Each student brings unique personal experiences that shape their perspectives on education and the future. Education at Telkom University Surabaya also equips students with relevant skills needed in the workplace, such as critical thinking, communication, and problem-solving. Furthermore, students have the opportunity to expand their network through interactions with individuals from diverse backgrounds, which broadens their horizons and opens up new opportunities. Education at Telkom University Surabaya prepares students to face future challenges, such as technological change and global competition. Thus, education at Telkom University Surabaya is more than just the transfer of knowledge; it is a complex process that shapes students into better individuals and ready to face the world.

Telkom University Surabaya is one of the best universities in Surabaya. This university is highly sought after by the people of Surabaya and even people from outside Surabaya. This is proven by the large number of out-of-town students who are part of Telkom University Surabaya. The learning system and facilities and infrastructure at Telkom University Surabaya also support and provide unique experiences for its students, as stated by AJ, a 3rd semester student of Telecommunication Engineering, who stated, "*The good curriculum and facilities and infrastructure at Telkom University Surabaya really support the educational process, so I can well receive and understand the material presented. The many programs offered certainly support success in the future.*"

Facilities and infrastructure in the education system are considered crucial to supporting the learning process. Good facilities and infrastructure can support individuals' innovation and understanding of the material, and vice versa. Poor facilities and infrastructure will hinder individuals in their learning process. SP, a fifth-semester industrial engineering student, stated, "*The experience of learning supported by facilities and infrastructure... "Providing a deep understanding and alignment with your future dream job, especially with Telkom's collaboration with companies that provide us with the opportunity to intern or work there."*

In addition to the learning curriculum and infrastructure, a supportive environment is very necessary to support the learning process, as expressed by VE, a 5th semester Industrial Engineering student "*At first I was afraid of entering Telkom, afraid I wouldn't be able to adapt, but fortunately the environment is sporty and can be sufficient for me to carry out activities and study comfortably without fear.*"

develop and improve the quality of my learning"

Education at Telkom University Surabaya is designed to support students' needs in the digital era, with a curriculum that is relevant to technological developments and the world of work. Facilities such as modern laboratories, a digital library, and comfortable study rooms are key supports for the learning process. AJ, a Telecommunications Engineering student, stated, "*The excellent curriculum and facilities and infrastructure at Telkom University Surabaya greatly support the educational process, allowing me to properly absorb and understand the material presented. The wide range of programs offered will certainly support*

my future success." AJ's statement illustrates how campus facilities not only help students understand academic material but also provide opportunities to engage in practical activities relevant to the world of work. VE, an Industrial Engineering student, also emphasized the importance of these facilities in supporting a quality education, stating, *"With the facilities and resources available at Telkom University Surabaya, I am confident that this campus can develop me into an engineer capable of creating technological innovations that add value to society."* In Edmund Husserl's view, students' experiences with the campus environment shape their lifeworld (*lebenswelt*), where the learning process becomes a meaningful experience and relevant to their life goals.

Furthermore, education at Telkom University focuses not only on academics but also includes the development of non-academic skills such as communication, teamwork, and adaptation. Students view education as a personal journey that helps them understand their potential, overcome fears, and explore new things. SP, an Industrial Engineering student, said, *"When I first started college, I was someone who was always afraid to do new things. However, as time went by, I was forced to continue learning about new things so that I had the drive to keep trying many things."* This statement shows how education is a process of emotional and intellectual transformation, where students not only learn knowledge but also face challenges that push them to become more confident individuals. He also added, *"By studying at Telkom University, I feel like I have learned a lot, so it can be a path for me to achieve my goals."* The phenomenological perspective explains that this educational process reflects students' intentionality, namely the direction of their awareness towards certain life goals, such as achieving goals or overcoming challenges.

Education at Telkom University also has a significant transformational impact on how students think, act, and understand their role in society. VE explained, *"My experience studying at Telkom University Surabaya has shaped me into a person who is hungry for knowledge. I realize that education is a long-term investment that will continue to provide benefits throughout life."* SP added his views, *"Studying at Telkom University gave me the view that education is not just about the courses, but also how we can implement them."* Students recognize the importance of life skills developed through education, such as adaptability, problem-solving, and leadership. The curriculum and campus activities are designed to equip them with relevant abilities in the real world. This transformation, according

to Husserl's phenomenology, is an experience that shapes individual identity. Students' interactions with the campus environment and the challenges they face create subjective experiences that strengthen their understanding of themselves and the world, making education a holistic process that shapes them into creative, innovative individuals who are ready to face the world of work.

4.2 Analysis of Findings with Phenomenological Theory

Research findings regarding the meaning of education for Telkom University Surabaya students can be analyzed using Edmund Husserl's phenomenological theory, which emphasizes the subjective experience of individuals in constructing meaning.

1. Education as Self-Development

Students at Telkom University not only passively receive knowledge, but are also actively involved in the process of self-development. This is evident in SP's statement, *"When I first started college, I was someone who was always afraid to try new things. However, as time went by, I was forced to continue learning about new things so that I had the drive to continue trying many things."* In the concept of phenomenological intentionality, student awareness is directed at the object, namely self-development. The experiences gained during college, both academic and non-academic, form a deep meaning towards education as a means to overcome one's limitations and achieve maximum potential.

2. Meaningful Learning Experience

Each student builds their life world based on the learning experiences they undergo. This life world includes the curriculum, extracurricular activities, campus facilities, and social interactions. VE stated, *"With the facilities and resources available at Telkom University Surabaya, I am confident that this campus can develop me into an engineer capable of creating technological innovations that add value to society."* This experience demonstrates how elements within the campus environment provide meaning to students' learning process. Supportive facilities help students experience education as a meaningful journey that is relevant to their aspirations.

3. Education as an Investment for the Future

students view education as a long-term investment for building their future. VE explains, *"Education is a long-term investment that will continue to provide benefits*

throughout life." This perspective demonstrates how students plan their future based on the experiences they have gained during their education. With the help of a relevant curriculum and adequate facilities, students can prepare themselves to face challenges in the workplace and in life.

4. The Role of the Learning Environment

The learning environment at Telkom University is an important part of students' lives. AJ stated, "*The excellent curriculum and facilities at Telkom University Surabaya greatly support the educational process, allowing me to effectively absorb and understand the material presented.*" This demonstrates that the physical and social environment on campus encourages students to continue learning and developing themselves. From a phenomenological perspective, this learning environment creates subjective experiences that motivate students to deepen their understanding of education.

4.3 Relationship with Phenomenological Theory

1. Back to the Thing Itself

In phenomenology, this approach aims to explore what and how Telkom University students experience their education. AJ's statements regarding the curriculum and infrastructure indicate that students experience a positive learning experience due to the supportive campus environment.

2. Epoch

Researchers must suspend their preconceptions to understand students' unique experiences. Each student has a different background, hopes, and goals. For example, SP highlights her personal transformation in facing fears, while VE focuses more on the relevance of education to technological innovation.

3. Intentionality

Students' awareness is directed toward specific subjects, such as courses, campus activities, or their aspirations. AJ demonstrated his intentionality through his focus on the curriculum and resources, which supported a deep understanding of the material. Meanwhile, SP described how his awareness was directed toward exploring new things to build self-confidence.

4. Living World

The lifeworld of Telkom University students encompasses social interactions, academic culture, and campus facilities. These interactions with their environment shape the framework of their experiences. VE associates campus facilities with their ability to develop as *engineers*, while SP connects social interactions and learning with achieving their goals. This lifeworld shapes a broader understanding of education as a process that is not only academic, but also personal and social.

Interviews with Telkom University Surabaya students reveal that education is a complex concept. It's not merely viewed as a means to obtain a job or a degree, but also as a means of supporting self-development toward sustainable improvement. Opportunities for interaction during the educational process, an *up-to-date* and relevant curriculum, and a supportive and conducive learning environment significantly contribute to students' experiences and how they interpret education.

CHAPTER V

CONCLUSION AND SUGGESTIONS

Education at Telkom University Surabaya provides students with a deep and holistic experience. This education engages them in the process of self-development and the construction of meaning, not just the transfer of knowledge. Students not only acquire theoretical knowledge in the classroom but are also taught to apply that knowledge in various real-world activities. Activities such as projects, teamwork, and internships at companies are some examples of these activities. The flexible curriculum allows students to choose courses that align with their interests and talents, with numerous extracurricular activities helping them develop. Having a supportive campus environment with complete facilities such as laboratories, libraries, and discussion rooms, as well as support from lecturers and staff, is the best way to get an optimal learning experience. Telkom University Surabaya students are also taught skills such as critical thinking, communication, and *problem-solving*, which are essential in the world of work. Social interactions and a positive learning environment significantly influence how students view their education and their future. Phenomenology

helps understand students' subjective experiences. It demonstrates the importance of epoche, intentionality, and the lifeworld in analyzing educational experiences.

Telkom University Surabaya students view education as an investment in their long-term future. Meaningful learning experiences encompass various aspects, such as the curriculum, extracurricular activities, and campus facilities. They believe that education will help them achieve their future life goals. The curriculum, extracurricular activities, and supportive campus facilities are just a few examples of the significant learning experiences at this university. These all contribute to the development of strong student character, prepared to face future challenges.

Telkom University Surabaya students also believe that the excellent curriculum, facilities, and infrastructure significantly contribute to the educational process, enabling them to effectively absorb and understand information. Education at Telkom University also emphasizes the importance of education as a pathway to achieving maximum potential, helping students overcome their fears of trying new things and fostering self-confidence. Education at Telkom University Surabaya transforms the way people think, behave, and understand their role in society.

It is recommended to continue developing a flexible curriculum that is in line with technological advances and industry needs to improve the quality of education at Telkom University Surabaya. This curriculum will be designed to ensure that students acquire *up-to-date knowledge and skills*, so they are better prepared to face challenges in the workplace. To maximize the learning process, facilities and infrastructure such as laboratories, libraries, and discussion rooms must be improved. Students will be able to conduct research and experiments better, and the overall quality of learning will improve if they have adequate facilities. Furthermore, it is important to increase the involvement of lecturers and staff in the student learning process. To assist students in the process of self-development, lecturers and staff must continue to provide more intensive support and guidance. The active involvement of lecturers in providing criticism and motivation significantly influences students' academic and personal progress. Furthermore, encouraging students to participate in extracurricular

activities and internship programs will provide them with opportunities to apply the knowledge they learn in the classroom in the real world. Extracurricular activities help students acquire soft skills and expand their professional networks.

To make learning more interactive and engaging, technology must be utilized. The use of technologies such as virtual classrooms and e-learning can increase student engagement in education. Creating a fun and supportive learning environment is also crucial to keep students motivated to continue learning and developing. Students will be more motivated to learn and innovate if they are in a motivating environment. Finally, students will broaden their horizons and networks by providing them with opportunities to interact with people from diverse backgrounds. Healthy social interactions will help them understand different perspectives and communicate better.

By implementing these recommendations, Telkom University Surabaya is expected to continue providing meaningful and holistic education to its students. This education aims not only to earn a degree but also to shape better individuals who are ready for work and life as a whole.

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INTERVIEW GUIDELINES

Subject Identity

1. Name :
2. Age :
3. Gender :
4. Major :
5. Class/Semester :

List of Questions

1. What does education mean to you personally as a student at Telkom University Surabaya?
2. How was your experience while studying at Telkom University?
3. Are there any specific goals, hopes, or dreams you would like to achieve through your education at Telkom University?
4. In your opinion, does education at Telkom University support the achievement of these dreams? Why?
5. How did your experience studying at Telkom University influence your views on education?
6. Was there a particular moment at Telkom University that made you realize the importance of education?
7. Do you feel that your education at Telkom University prepared you for the workforce? If so, how?
8. How do you see the role of education at Telkom University compared to other educational institutions?

--- FEEDBACK & COMMENTS ---

1. The introduction is well-structured, but you can make the research problem more specific by linking it directly to sociological debates.
2. The literature review is comprehensive. However, it would be stronger if you compared and contrasted previous studies rather than just summarizing them.
3. The use of phenomenology as a theoretical framework is appropriate. Still, you should clarify how phenomenological concepts (such as epoché or intentionality) are applied in your findings section.
4. In the methodology section, the explanation of data collection techniques is clear, but you should provide more detail on the number of participants and sampling process.
5. The findings are rich with student perspectives. To improve, you can integrate direct quotes with analytical commentary to strengthen the link to theory.
6. The discussion connects well to Husserl's phenomenology, but it would benefit from integrating other sociological perspectives for a broader analysis.
7. The conclusion summarizes the findings well. However, it could be more impactful by explicitly restating how the results contribute to the Sociology of Education field.
8. References are provided, but ensure consistency in formatting (APA/ASA style) for academic standardization.

- e. Sample of Students Assignment
Make a mini research Proposal

INTRODUCTION

1.1 Background

Education is a fundamental element in human life, serving not only as a means of acquiring knowledge, but also as a tool for shaping character and self-identity. Education plays a very important role in human life. For students, education is not only a means of acquiring knowledge, but also a medium for character formation, potential development, and preparation for a better future. At Telkom University Surabaya, education is the main foundation in creating a young generation that is qualified, innovative, and able to face the challenges of the times. As a higher education institution that prioritizes technology, innovation, and entrepreneurship, Telkom University Surabaya has a vision to become a world-class university based on information technology. Therefore, students not only receive academic learning, but also are equipped with moral, social, and cultural values. Education here is understood as the key to creating change that brings benefits to themselves, their families, and society at large.

The significance of education for Telkom University Surabaya students can be seen from various perspectives. One is a deep understanding of their chosen disciplines. With a comprehensively designed curriculum, students are equipped with theory and practice that align with the needs of the workplace. This not only makes them industry-ready professionals but also fosters critical and creative thinking skills, which are essential to addressing the challenges of the times. Furthermore, education at Telkom University also focuses on character development. Students are guided not only to excel intellectually but also to possess integrity, a work ethic, and a sense of responsibility. These values are essential foundations for building successful careers and meaningful lives. Through activities such as student organizations, leadership training, and community service, students are encouraged to understand the importance of honesty, empathy, and cooperation.

Education at Telkom University also emphasizes the development of individual potential. The campus provides various facilities and programs to support students' interests and talents, ranging from modern laboratories and innovation centers to extracurricular activities. Students are given the space to explore various fields of interest, allowing them to discover their unique passions and potential. Thus, education is not limited to classroom learning but also through direct experience in the field. As an institution that prioritizes technology and innovation, Telkom University teaches its students to utilize education as a means to create a positive impact on society. In today's digital era, technology plays a crucial role in transforming human life. Students are encouraged to become not only users of technology but also creators of technology-based solutions that can address various social issues. Through education, they learn that science and technology must be utilized for the welfare of many.

Education also serves as a bridge for Telkom University Surabaya students to understand cultural diversity and global values. In an increasingly connected world, students need to have an international perspective to compete globally. The university offers programs such as student exchange programs, international seminars, and collaborations with foreign institutions to broaden their horizons. By interacting with people from diverse backgrounds, students are taught to appreciate differences and work together to achieve common goals.

Furthermore, education at Telkom University also instills an awareness of the importance of contributing to society. Through programs such as the Community Service Program (KKN) and community service, students go directly into the field to apply their knowledge to help solve local problems. This process enhances their social sensitivity while instilling a sense of responsibility as part of the nation's next generation. Students understand that education is not only for personal gain, but also to have a positive impact on the surrounding community.

Education also serves as a means to increase social and economic mobility. For many students, education is a path to achieving their dreams and improving their living conditions. With a quality education at Telkom University, students have a greater opportunity to find decent employment, improve their standard of living, and make a positive contribution to their families. In this sense, education serves as an empowering tool to help students realize their full potential.

A study published in the Indonesian Education Journal in 2023 aimed to explore the influence of technology-based teaching methods on student learning motivation. This research showed that technology-integrated teaching can increase student motivation and engagement, particularly in the context of online learning, which has become increasingly prevalent following the COVID-19 pandemic.

A study published by the Ministry of Education and Culture in 2022 examined the impact of education policies on improving student literacy in Indonesia. The study found that despite improvements in educational access, student literacy remains below international standards, as evidenced by the PISA survey results, which showed low reading and mathematics skills among Indonesian students. This study underscores the importance of adapting curriculum and teaching methods more critically to address the challenges of educational globalization. The Internationalizing Education study (2023) discusses the impact of internationalization programs on students' worldviews, which relates to Telkom University's efforts to broaden students' global perspectives through various international exchange programs and global collaborations. This encourages students to appreciate cultural diversity and work together to achieve common goals.

1.2 Problem Formulation

2. What is the meaning of education for Telkom University Surabaya students?

1.3 Research Objectives

2. Understanding students' perspectives on the meaning of education among Telkom University Surabaya students

1.4 Benefits of Research

The research, "The Meaning of Education for Telkom University Surabaya Students," offers significant theoretical and practical benefits. Here are some of the benefits to be gained from this research:

1. Theoretical benefits

Theoretically, this research is able to provide the following benefits:

- d. Providing new knowledge contributions regarding the meaning of education for Telkom University Surabaya students, where this research focuses on the meaning of education for Telkom University Surabaya students and the alignment of the education they are pursuing with their dream jobs.
- e. Contributing to the development of scientific disciplines, where this research can contribute to the development of scientific disciplines such as sociology and education.
- f. As a reference for subsequent research that is in line with the meaning of education for Telkom University Surabaya students and can be used as material for further study.

2. Practical benefits

The practical benefits of this research are able to provide the following benefits:

- d. For researchers

For researchers, this study can increase knowledge and provide firsthand experience regarding the meaning of education for Telkom University Surabaya students. The study also focuses on whether there is a alignment between their education and their dream jobs.

e. For students

For the community, the research conducted helps students to understand the meaning of education and its alignment with the students' dream jobs.

f. For the Government

For the government, this research can be used as a source of information to formulate policy directions in the field of improving and equalizing the quality of education to support alignment with the world of work.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Study

Phenomenology is a philosophical approach introduced by Edmund Husserl in the early 20th century. Its primary goal is to understand phenomena through the subjective experiences of individuals. Husserl developed this approach to explore the essence of human experience, seeking to "return to the things themselves" (*zurück zu den Sachen selbst*). This means abandoning assumptions and prejudices to focus on direct experience and how the phenomenon is perceived by the individual. In phenomenology, there is a crucial concept, namely *epoché* . This concept requires researchers to suspend all their beliefs, assumptions, and judgments about the phenomenon being studied. Through *epoché* , researchers strive to eliminate bias so they can focus on the subjective experiences expressed by research participants. Husserl emphasized that understanding human experience must be done from the perspective of the person experiencing it directly, not from external interpretations or assumptions.

This phenomenological approach is relevant to research on the meaning of education for Telkom University Surabaya students because it allows for an in-depth exploration of student experiences. With a phenomenological approach, researchers can understand how each student interprets their education, based on their individual backgrounds, experiences, and perceptions. The unique perspectives that students bring are influenced by their interactions

with the social and academic environment on campus. Husserl also developed the concept of intentionality, which states that consciousness always has a direction or purpose towards something. In this case, when students talk about education, they don't see it simply as an abstract concept, but rather as something related to specific hopes, goals, and experiences. For Telkom University students, education may be seen as a means to achieve goals such as obtaining employment, developing skills, or building social networks that support future careers.

Through phenomenology, this study will explore students' experiences of education at Telkom University, focusing on how they perceive, interpret, and give meaning to the educational process they undergo. This approach allows researchers to understand the differences in perspectives among students from different socioeconomic backgrounds, as well as how these perspectives influence their career goals. The primary focus of phenomenology is to capture the essence of the experience, namely the underlying meaning experienced by individuals. The phenomenological approach is highly appropriate for this study, as it aims to understand the subjective meaning of education for Telkom University students. This method allows researchers to see how students view education not only as an economic tool but also as a meaningful life experience that contributes to the formation of their identity and career aspirations. By using in-depth interviews, researchers can explore students' views on education, from the reasons for choosing a major to expectations regarding future employment. This approach can uncover various interpretations that cannot be reached by quantitative or objective research methods.

Overall, Husserl's phenomenological theory provides a strong methodological foundation for this research, emphasizing the importance of understanding the world from the perspective of the individual experiencing it. Through phenomenology, researchers can explore the meaning of education as perceived by Telkom University students as part of their life journey, as well as how these experiences influence future career choices and personal goals.

2.2 Previous Research

Several researchers have previously conducted research on the meaning of education, particularly regarding the meaning of education at Telkom University. The following is a summary of some relevant research:

8. Definition of Education

Research by Desi Pristiwanti (2022) states that education is the sum total of lifelong learning experiences in various environments and situations, positively impacting the development of each individual. This encompasses both formal and informal learning that contributes to the growth of a person's character, knowledge, and skills. Studies show that education is not just about acquiring knowledge in college or elementary school; rather, it is a dynamic process that motivates everyone to continue learning and developing in various aspects of their lives. Through it, we can enhance our own potential and become better citizens by bringing positive values to our communities.

9. The Meaning of Curriculum in Educational Perspective

A study by Mariatul Hikmah (2020). The current focus of the curriculum in education tends to be on material achievement, diplomas, high grades, and students' memorization skills. This suggests that educational goals often prioritize academic outcomes over developing deeper understanding and skills.

10. Research conducted by W. Lusmawan in 2019 on the era of disruption and its implications for the repositioning of the meaning and practice of education. The article shows that education must adapt quickly to changing times, especially in the era of disruption. Education not only functions to transfer knowledge and skills, but also must teach ethical, cultural, and moral values that cannot be replaced by machines. Therefore, the role of educators must shift from merely imparting knowledge to guiding students in developing character and social empathy. If this is not done, education will lose its meaning and relevance in modern society. Then, there is an urgent need to overhaul education policies to be more relevant to current needs, by shifting the paradigm from standardized education to education based on the individual characteristics of students.

11. Research conducted by Alpian, Anggraeni, Wiharti, and Soleha in 2019 on the importance of education for humans. This article demonstrates the importance of education in improving the quality of life of the community, especially in Mulyasejati Village, Ciampel District, Karawang Regency. The government is striving to improve education from elementary to higher levels through budget allocation and supportive policies. This community service activity aims to provide counseling and outreach regarding the importance of education, as well as motivate residents to continue their education to a higher level. This activity shows that residents are more motivated to improve their standard of living through education. Education is considered very important because it can help individuals develop their competencies and meet the challenges of increasingly advanced and modern developments.
12. Research conducted by Andriyani and Stiyoko in 2020 on the meaning of education for students whose mothers have left them to travel. This article shows that the social interactions of students whose mothers have left them to travel, the process of social interaction of students occurs cooperation, sympathy and accommodation is very low, often conflicts occur, and in one case there is no accommodation where dissociative dominance occurs, rather than associative, there is a conclusion that there is a deviation in the social interactions of students whose mothers have left them to travel. The meaning of education for elementary school students whose mothers have left them to travel. The role of parents in supporting the education of students whose mothers have left them to travel also determines the success of education. The motivation of students whose mothers have left them to travel, both studying at home which still has to be ordered, as well as the recognition of students whose mothers have left them to travel, about the motivation to come to school because they want to meet their friends. Students whose mothers have left them to travel carry out education based on what they think in themselves.
13. Research conducted by Rohmah in 2019 on existentialism in education. This article shows that the focus of existentialist education is human freedom. In an effort to emphasize individual subjectivity, existentialist teachers must be able to foster a sense of self-awareness and responsibility in students. For significant personal choices to be

made, only students are capable of defining themselves. Each person has responsibility for their own education, and it cannot be imposed by teachers or the school system.

14. Research conducted by A. Taufiq in 2018 on the New Paradigm of Higher Education and the Meaning of Lectures for Students. This article shows that the educational paradigm that is developing and influencing the way of thinking, behaving, and acting for the educational community is behaviorist. This paradigm is influenced by the philosophy of positivism, which treats human individuals solely as objects. Therefore, individuals lack freedom and creativity. In the learning process according to the behaviorist paradigm, students are considered blank slates that are free to be filled by lecturers. Whatever the lecturer conveys will influence and shape changes in students. As a result, students lack creativity. This is in stark contrast to the constructivist paradigm that has developed recently. According to this paradigm, students are recognized as having freedom of thought and creativity. This will have a significant impact on student independence. Lecturers are no longer the focus of learning, but instead, students have a very significant position in the success of the learning process. By implementing a constructivist paradigm in higher education, the meaning that students give to lectures has a significant position in the success of educational goals and the ongoing learning process. The understanding, meaning, and perspective of this course will further determine students' attitudes, actions, forms of activity, and learning culture. Thus, the focus of the study is no longer the educational structure, but rather the uniqueness and inner aspects of the individual actors in education (students, lecturers, officials/leaders of institutions).

2.3 Concept

e. Meaning

Meaning is a concept that refers to the understanding, interpretation, or value contained in an object, word, statement, or experience. In linguistic contexts, meaning is often divided into two main categories: denotative meaning and connotative meaning.

Denotative meaning is the literal meaning or definition that can be directly found in a dictionary. It is the most common and widely accepted meaning of a word or phrase without considering context or emotional nuances.

Connotative meaning, on the other hand, includes additional associations or emotional meanings attached to a word beyond its literal meaning. For example, the word "flower" can have romantic or symbolic connotations, such as love or beauty. These connotations can vary based on culture, personal experience, and social context.

Overall, meaning is a fundamental element in human communication and understanding. Understanding the difference between denotative and connotative meaning and the factors that influence meaning is crucial for interacting effectively in various social and cultural contexts.

f. Education

Education is a planned and conscious effort to develop an individual's potential so they can function optimally in society. In this context, education focuses not only on mastering knowledge and skills, but also on developing the character and moral values of students.

Education can be defined as a process involving interaction between educators and students, aimed at facilitating cognitive, emotional, and social development. According to Branata (1988), education is a deliberate effort to help children achieve maturity, both physically and spiritually. The objectives of education are crucial for guiding the learning process. Some of the main objectives of education include: Character Development: Developing individuals with high morals and capable of making positive contributions to society. Creativity: Encouraging students to be creative and innovative in facing the challenges of the times. Social Readiness: Preparing individuals to play an active role in social life and contribute to national development. Overall, the concept of education encompasses a conscious and planned effort to develop an individual's potential holistically. With clear objectives and the

right approach, education can produce a generation that is not only intelligent but also moral and ready to face life's challenges.

g. Student

According to the KBBI (Big Indonesian Dictionary), students are those who are studying at a tertiary institution. Students are individuals undergoing formal education at higher education institutions, such as universities, colleges, or tertiary institutions. The concept of a student encompasses several important aspects related to their academic status, responsibilities, and individual development. Students are individuals who are actively engaged in the process of learning and developing themselves academically. They undertake formal studies under the guidance of lecturers and academic facilitators. This formal education process brings them closer to achieving a bachelor's degree or diploma relevant to their study program. Overall, the concept of a student encompasses their academic status, responsibilities, and individual development within a dynamic academic environment. With adaptability and active participation in various programs, students are prepared to face future challenges with a strong foundation of knowledge and skills.

h. Telkom University Surabaya

Telkom University Surabaya is a private university focused on developing higher education in the field of information and communication technology. With a vision to become a leading university in Southeast Asia, Telkom University Surabaya is committed to producing graduates who possess not only technical expertise but also innovative abilities and character. The study programs offered cover various disciplines such as Informatics Engineering, Information Systems, and Telecommunication Technology, designed to meet the needs of modern industry. Through an interactive and technology-based learning approach, students are encouraged to engage in practical projects that help them prepare for the challenges of the workplace. In addition, Telkom University Surabaya actively partners with various companies and institutions to strengthen the relationship between academia and industry. Innovative research and community service activities are an integral part

of the curriculum, where students are directly involved in real-world solutions for their surrounding communities. Modern educational facilities, supported by experienced faculty, create a conducive learning environment for students to develop academically and professionally. With this comprehensive concept, Telkom University Surabaya strives to produce a generation of future leaders ready to contribute to the development of technology and society.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Approach

This study uses a qualitative approach to gain an in-depth understanding of the meaning of education from the perspective of Telkom University Surabaya students. A qualitative approach was chosen because it allows for a comprehensive exploration of students' experiences, perceptions, and understanding of what they learn on campus. In-depth interviews, participant observation, and document analysis were the research instruments used. In-depth interviews were conducted with students and lecturers to understand the meaning of education. Participatory observation was conducted on campus to understand the conditions and dynamics of the teaching and learning process. Telkom University's accreditation report, curriculum, and education policies were part of the document analysis.

3.2 Research Subjects

The research subjects in this study were students from Telkom University Surabaya. These students were selected because they directly experience the educational process at Telkom University Surabaya, which encompasses various academic, social, and professional aspects. Subject selection was conducted using a purposive sampling method, where

researchers selected individuals deemed able to provide relevant information in line with the research objectives.

3.3 Location and Time of Research

Telkom University Surabaya was chosen as the location for this research due to its relevance and the availability of resources to examine the meaning of education from a student perspective. Telkom University was also chosen for its reputation as a technology and communications-focused university with a dynamic academic environment.

The research lasted two months, from November to December 2024. The data collection process was carried out in stages, starting with identifying relevant respondents, followed by in-depth interviews, observations, and document analysis. The initial phase of the research began with an initial survey to identify respondents to be interviewed, followed by scheduling interviews and observations.

3.4 Data Collection Techniques

Two main approaches will be used to collect research data, including:

- **In-depth Interview**

Interviews will be conducted with students at Telkom University Surabaya. The purpose of these interviews is to gain further insight into their perspectives on the meaning of education, including the alignment of their education with their dream jobs. To ensure data accuracy, interviews will be conducted face-to-face and recorded with the respondents' consent.

- **Literature study**

Literature review is a data collection technique that involves reviewing various reading sources, such as books, scientific articles, previous research, and other publications related to the research topic. This literature review helps researchers understand the context and relevant theories .

3.5 Data Analysis

A thorough analysis of the data obtained from observations, interviews, and document analysis will be conducted to identify key emerging themes. The analysis process begins with verbatim transcription of the interviews to ensure data accuracy. The data is then analyzed to identify themes relevant to the narratives shared by the research subjects. These themes are then interpreted to understand their meaning and implications for education at Telkom University. Thematic analysis will be used. The researcher will read and categorize the data based on emerging themes. These themes will then be thoroughly analyzed to understand the patterns and how they relate to each other. Including internal and external factors that influence student perceptions, thematic analysis allows the researcher to identify various components that influence the meaning of education for students. The researcher will continuously evaluate and compare the results to identify important similarities and differences. Upon completion of this analysis, a research report will be prepared that explains the key findings and provides recommendations.

1. The introduction is well-structured, but you can make the research problem more specific by linking it directly to sociological debates.
2. The literature review is comprehensive. However, it would be stronger if you compared and contrasted previous studies rather than just summarizing them.
3. The use of phenomenology as a theoretical framework is appropriate. Still, you should clarify how phenomenological concepts (such as epoché or intentionality) are applied in your findings section.
4. In the methodology section, the explanation of data collection techniques is clear, but you should provide more detail on the number of participants and sampling process.

15. Students Assesment Data set in 2024/2025 Academic Year

PROGRAM STUDI Sosiologi
 DAFTAR NILAI MAHASISWA
 Mata kuliah : Sosiologi Pendidikan
 Kelas : 2023A
 Tahun Ajaran : 2024/2025 Ganjil

Original data:



Keterangan :

1. Komponen nilai yang di hit hanya : Part, Tugas, UTS dan UAS
2. Nilai UAS mahasiswa dengan kehadiran dibawah 75,0% (warna merah) tidak akan di hitung.
3. Jangan menaruh apapun di dokumen ini kecuali pada point nomor city of 2025.
4. PPT / BAK tidak menaruh file nilai untuk di upload. Provis upload nilai dilakukan oleh dosen pengampu yang bersangkutan.

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Rata-rata	Rata-rata
10	3040554027	YRNU RACHMA SARA	2023	100%	80	80	80	80	80	A	1
20	3040554010	FATIMAH	2023	100%	85	85	85	85	85,0	A	1
30	3040554066	DEVRA PUTRI RAHMAWATI	2023	100%	80	80	90	80	80	A	1
40	3040554090	PERIT LITI ISPTIYAH	2023	100%	80	80	90	90	87,5	A	1
50	3040554113	NAZHYA AJIJA RAHMAMA	2023	100%	80	80	90	90	87,5	A	1
60	3040554138	AURA SYARI NUSNA	2023	100%	80	80	90	80	80	A	1
70	3040554166	MILLA N. D. SAFITRI	2023	100%	80	80	80	80	80,0	A	1
80	3040554220	KEN BIA	2023	100%	80	80	80	80	80,0	A	1
90	3040554224	ADITYA BINTANG RAMUNGKAS	2023	100%	80	80	80	80	80,0	A	1
100	3040554232	KHRANA DEANG ABBINI WAKRUDI	2023	100%	80	80	80	80	80,0	A	1
110	3040554252	DZUL PUTRI SANDRA DEWI	2023	100%	80	80	80	80	80,0	A	1
120	3040554344	SORAKANI	2023	100%	80	80	80	80	80,0	A	1
130	3040554348	MA AYSALMA SITIYAS RAMADHANI	2023	100%	80	80	80	80	80,0	A	1
140	3040554375	AGHYA SHAFIA AGHNYA	2023	100%	80	80	80	80	80,0	A	1

PORTOFOLIO FOR
“SOCIOLOGY OF DEVELOPMENT”
ACADEMIC YEAR 2024 / 2025

MODULE COORDINATOR:

Drs. FX Sri Sadewo, M. Si.

TEAMS :

Eufrasia Kartika Hanindraputri, S. Sos., M. Sos.

Rizky Trisna Putri, S.P.,[M.Si.](#)

Diyah Utami, S.Sos.,M.M.

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A. Learning Activities Plan

1. Course Identity

Module Name : Sociology Of Development

Module Level : Undergraduate Programme

Course Code : 6920102215

Semester/term : 4 / Odd

Module Coordinator : Drs. FX Sri Sadewo, M. Si.

Lectures :

Eufrasia Kartika Hanindraputri, S. Sos., M. Sos.

Rizky Trisna Putri, S.P.,[M.Si.](#)

Diyah Utami, S.Sos.,M.M.

Language : English/Indonesia

Classification within the teaching : Core Mandatory

Teaching : Each week consists of 2 x 50 minutes of lectures (50 minutes/hour)

Format/class per week during semester workload : 2x50 minutes of lectures
Course credits : 2

Requirements Learning General Competence goals/competence :

This course examines classical to contemporary development theories and paradigms, the role of social capital, the relationship with public policy and community empowerment, the evaluation of development indices, and the application of sociological theories in designing project-based business plans and innovation for inclusive development.

Contents : Sociology of Development: classical to contemporary development theories and paradigms, the role of social capital, the relationship between policy and community empowerment, evaluation of development indices (HDI, ISCI, GDI, MPI), and the application of sociological theories in project-based business plans and innovation for inclusive and sustainable development.

Attribute of soft skill : Students are expected to be skilled in working independently, collaborating in teams, taking responsibility for both individual and group assignments, communicating ideas, opinions, and arguments orally and in writing, particularly in relation to problem solving in the context of development, and designing and implementing a

business project based on social capital and local wisdom to address development challenges.

Study/Exam Achiev : Student are considered competent and pass if they receive the final grade at least C

Final grades is calculated according to formula= (0.15 x participation) + (0,50 x product) + (0,15 x performance) + (0,20 x exam paper)) Conversion of the 0-100 scale to 0-4 scale and the letters are arranged as follows:

NA Interval (out of 100)	Grade Point	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

Form of media : Powerpoint Slides

Refrences : Book

1. Bourdieu, P. (1986). *The Forms of Capital*. In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241–258). Greenwood.
2. Coleman, J. S. (1988). *Social Capital in the Creation of Human Capital*. *American Journal of Sociology*, 94, S95–S120.
3. Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster.
4. Portes, A. (1998). *Social Capital: Its Origins and Applications in Modern Sociology*. *Annual Review of Sociology*, 24, 1–24.
5. Woolcock, M., & Narayan, D. (2000). *Social Capital: Implications for Development Theory, Research, and Policy*. *World Bank Research Observer*, 15(2), 225–249.
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7. Long, N. (2011). *Development Sociology: Actor Perspectives*. London: Routledge.
8. Peet, R., & Hartwick, E. (2009). *Theories of Development: Contentions, Arguments, Alternatives* (2nd ed.). New York: Guilford Press.

9. Silbereisen, R. K., & Chen, X. (2010). *Social Change and Human Development: Concepts and Results*. London: Sage.
10. Michael, P. (2006). *Development and Social Change: A Global Perspective*. Thousand Oaks: Pine Forge Press.
11. Ledwith, M. (2022). *Participatory Practice: Community-Based Action for Transformative Change*. Bristol: Policy Press.
12. Leonardi, P. M., & Neeley, T. (2022). *The Digital Mindset: What It Really Takes to Thrive in the Age of Data, Algorithms, and AI*. Boston: Harvard Business Review Press.
13. van Dijk, J. (2020). *The Digital Divide*. Cambridge: Polity Press.
14. Wellman, B., & Hampton, K. (1999). *Living Networked On and Offline*. *Contemporary Sociology*, 28(6), 648–654.
15. Pratama, A. Y., Hariyono, E. Y., & Gusanti, Y. (2023). *Soedjatmoko's Thoughts on Indonesian National Development*. In *Advances in Social Science, Education and Humanities Research* (pp. 39–52). Atlantis Press. https://doi.org/10.2991/978-2-38476-168-5_6

2. Course Topic

This topic is analyze about social fenomena with using contemporary development theories and paradigms.

3. Lesson Plan

Show the RPS in english

4. Course Assesment

a. Assesment Rubrics

b. Universitas Negeri Surabaya's Assesment System

B. Course Evaluatiaon and Development

1. Calculation of Student Workload

2. Assesment of PLO and CLO

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2. Students Assesment Data set in 2024/2025 Academic Year

4. Course Assessment

c. Assessment Rubrics

i. Attitudes

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$0 \leq SA < 55$

ii. Knowledge

No	Aspect	Max Score
1	Planing:	
	Background (clear = 3, not to clear =2, unclear=1) Problem Statement (good=3, fair=2, not accurate=1)	3 3
2	Implementation:	
	a. Collecting data (Accurate=3, fair=2, not accurate=1)	3
	b. Completing data (complete=3, fair=2, incomplete=1)	3
	c. Data Analysis (good=3, fair=2, poor=1)	3
	d. Summary (good=3, fair=2, poor=1)	3
3	Reporting the result:	
	a. student report (good=3, fair=2, poor=1)	3
	b. language (good=3, fair=2, poor=1)	3
	c. appearance (attractive=3, fair=2, not attractive=1)	3

iii. Skills/psychomotor

Aspect	Scale			
	Poor	Fair	Good	Excellent
	(Score 21 - 40)	(Score 41-60)	(Score 61-80)	(Score ≥ 81)
Communication skill	The presenter was anxious, uncomfortable, and did not make eye contact with the participants	The presenter was calm, the intonation was flat, but lacking of eye contact with the participants	The presenter was calm, used right intonation and always makes eye contact with the participants	The presenter was enthusiastic, right intonation and can foster enthusiasm for the participants
Mastery the material	Always read notes	Sometimes read the notes	Talk without read the notes	Talk without read the notes and make
Ability to answer the question	Unaccurate	Accurate but lack of argument	Accurate but incomplete argument	Accurate and
Power point visualization	Not attractive	Attractive but not systematic	Attractive and systematic	Very attractive and systematic

d. Universitas Negeri Surabaya's Assesment System

Assesment Components	Percentage Contribution
Participatory Activities	35 %
Project Based	55 %
Tes	10%

C. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact Hours	Independent Study
2	3,18	4.620 minutes	2.520 minutes

2. Assesment of PLO and CLO

Course : Sociology Of Development
 SKS : 2 CU
 Program Studi : Undergraduate Sociology Study Program
 Academic : 2024/2025
 Participant : 2023 F,G,H,I,J

APPENDICES 1

Appendix 1

Student's Assignment Rubric

Aspect	Score			
	Good (4)	Fair (3)	Not Good (2)	Bad (1)
The Presentation systematics	The Presentation material is presented coherently and systematic	The Presentation material is presented coherently and but less systematic	The presentation material is presented less coherently and inadequately systematic	The presentation material is presented incoherently and is not systematic
The Presentation of slides	The slides contain important points of the material with an attractive presentation	The slide contains important points of the material with a less attractive presentation	The slides contain a lot of narrative material and the presentation is less interesting	The slides contain incomplete narrative material and the presentation is not attractive
Literature review	The slides generally refer to relevant Concept/Theory Exploration and refer to other relevant reference sources	The slides generally refer to relevant Concept/Theory Exploration	The slides only partially refer to the relevant Concept/Theory Exploration	The slides do not refer to relevant Concept/Theory Exploration
Individual work ethic	Complete assignments on time and actively discuss with lecturers in the process of completing assignments	Complete assignments on time	Delay in completing assignments in short periods	Late in completing assignments for a long period without notification
Organization of responses	Responses answer all instructions	Responses answer most of the instructions	Responses answer some instructions	Responses have not answered all instructions

APPENDICES 2



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213

Telepon : +6231-99424932

Faksimile : +6231-99424932

e-mail : bakpk@unesa.ac.id

STUDENT ATTENDANCE LIST

Periode 2024/2025 Genap

Mata Kuliah : Sociology of Development

Kelas : 2023J

Prodi : S1 Sociology

Lecturer : Eufrasia Kartika Hanindraputri, M.Sos.

Diyah Utami, S.Sos., M.M.



**Surabaya State University Faculty
Knowledge Social And Knowledge
Politics Undergraduate Study
Program in Sociology**

Code
Documen
t

JOURNAL LECTURES

EYE STUDYING / CLASS	CODE	MK Cluster	WEIGHT (credits)			SEMESTER	PERIOD
Sociology of Development / Class 2023J	6920102215	Compulsory for Sociology Study Program	T=2	P=0	ECTS=3.18	4	2024/2025 Even

Brief Description of MK The Sociology of Development course examines classical to contemporary theories and paradigms of development, the role of social capital, and its relationship with public policy, community empowerment, and the achievement of the SDGs. Students are trained to analyze and evaluate instruments and development indices, apply theories in field research and the design of project-based business plans, and propose innovations in the measurement of social capital to support inclusive and sustainable development.

Week	Ability the end of each stage of learning (Sub-CPMK)	Criteria		Learning Methods		Learning Materials [Library]	Weight (%)
		Indicators	Assessment Criteria	Offline (offline)	Online (on line)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Analyze classical to contemporary development theories, paradigms, and models, and their relevance to modern society	Able to analyze classical and modern theories, paradigms, and models in relation to social dynamics	Criteria: If correct → score 100; Assessment: Form Evaluation : Active participation	Expository, lecture, assignment (2x50 min)	Material: Chapter 1 Bibliography: 3. <i>Martinelli, Alberto. 2005. Global Modernization. Rethinking the Project of Modernity. London: Sage.</i> <hr/> Material: Chapter 1-4 Library: 2. <i>Silbereisen, Rainer K., And Xinyin Chen. 2010. Social Change and Human Development. Concepts and Results. Los Angeles: Sage Pub.</i> <hr/> Material: - Library: 5. <i>Long, Norman. 2011. Development Sociology: actor perspectives. London and New York: Routledge.</i> <hr/> Material: - Library: 6. <i>Rogers, EM 2005. Diffusion of Innovations. London: The Free Press.</i> <hr/> Material: chapter 1-2 Library: <i>Coleman, J. S. (1988). Social Capital in the Creation of Human Capital.</i>	5%
Meeting to 1 Date : 6 February 2025 Topic : Able to analyze classical and modern theories, paradigms, and models in relation to social dynamics Number of Students : 44 Lecturer : Euphrasia Kartika Hanindrputri, M.Sos.						
2	Analyze theories, paradigms, and models of development in modern society	Able to analyze various models and paradigms of modern society	Criteria: If correct → score 100; Assessment: Form Evaluation : Active participation	Lecture, assignment, discussion (2x50 min)	Material: Chapter 1 Bibliography: 3. <i>Martinelli, Alberto. 2005. Global Modernization. Rethinking the Project of Modernity. London: Sage.</i> <hr/> Material: Chapter 1-4	5%

Rainer K., and Xinyin Chen. 2010. *Social Change and Human Development. Concepts and Results*. Los Angeles: Sage Pub.

Material: -
Library: 5. Long, Norman. 2011. *Development Sociology: actor perspectives*. London and New York: Routledge.

Material: -
References: 6. Rogers, EM 2005. *Diffusion of Innovations*. London: The Free Press.

Material: chapter 1-2

Library: Coleman, J. S. (1988). *Social Capital in the Creation of Human Capital*.

Material: -
Library: Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of Americans Community*.

Material: -
Library: Bourdieu, P. (1986). *The Forms of Capital*.

Material: perspective global
Library: Michael, P. (2006). *Development and Social Change: A Global Perspective*. New York: Pine Forge Press.

Meeting to 2							
Date : 13 February 2025							
Topic : analyze various models and paradigms of modern society							
Number Students : 44							
Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.							
3	Analyze development capital and empowerment practices in development policy (local/national)	Able to analyze development capital dimensions with case examples	Criteria: If correct-Score 100 Assessment : Active Participation	Lecture, PAR, group assignment (2x50 min)		Material: Chapter 1 Bibliography: 3. <i>Martinelli, Alberto. 2005. Global Modernization. Rethinking the Project of Modernity. London: Sage.</i> <hr/> Material: Chapter 1-4 Library: 2. <i>Silbereisen, Rainer K., And Xinyin Chen. 2010. Social Change and Human Development. Concepts and Results. Los Angeles: Sage Pub.</i> <hr/> Material: - Library: 5. <i>Long, Norman. 2011. Development Sociology: actor perspectives. London and New York: Routledge.</i> <hr/> Material: - Library: 6. <i>Rogers, EM 2005. Diffusion of Innovations. London: The Free Press.</i> <hr/> Material: - Library: <i>Woolcock, M., & Narayan, D. (2000). Social Capital: Implications for Development Theory, Research, and Policy.</i> <hr/> Material: Chapter 1 Library: <i>Denzin, N. K., & Lincoln, Y. S. (2011). The SAGE Handbook of Qualitative Research.</i>	5%

<p>Meeting to 3</p> <p>Date : 20 February 2025</p> <p>Topic : Able to analyze development capital dimensions</p> <p>Number of students : 39 with case examples</p> <p>Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.</p>							
4	Analyze basic concepts of sociology development indicators Sustainable	Student capable analyze basic concepts of sociology development indicators Sustainable	<p>Criteria: When Correct, then the value 100</p> <p>Form Evaluation : Activities Participatory</p>	Expository, lecture and assignments 2 x 50		<p>Material: Chapter 1</p> <p>Bibliography: 3. <i>Martinelli, Alberto. 2005. Global Modernization. Rethinking the Project of Modernity. London: Sage.</i></p> <hr/> <p>Material: Chapter 1-4</p> <p>Library: 2. <i>Silbereisen, Rainer K., And Xinyin Chen. 2010. Social Change and Human Development. Concepts and Results. Los Angeles: Sage Pub.</i></p> <hr/> <p>Material: manufacturing survey And statistics</p> <p>Library: <i>Field, A. (2009). Discovering Statistics Using SPSS.</i></p> <hr/> <p>Material: public local</p> <p>Library: <i>Sadewo, F. X. Sri., & Legowo, M. (2009). Surabaya: Response Public Local to Development in East Java . Unesa University Press.</i></p>	5%
<p>Meeting to 4</p> <p>Date : 27 February 2025</p> <p>Topic : Method Quantitative: Survey & Questionnaire Technique Making Questionnaire And Compilation Index</p> <p>Amount Student : 44</p> <p>Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.</p>							

5	Analyzing the index human development (HDI), inequality gender (GDI), and capital social (ISCI).	Student capable analyzing relationships development index with SDG target 1 (poverty), 4 (education), 5 (gender), 8 (economy), 10 (inequality), and 11 (sustainable cities).	Criteria: When Correct, then the value 100 Form Evaluation Activities Participatory	Expository, lecture and assignments 2 x 50		Material: Chapter 1 Bibliography: 3. <i>Martinelli, Alberto. 2005. Global Modernization. Rethinking the Project of Modernity. London: Sage.</i> Material: Chapter 1-4 Library: 2. <i>Silbereisen, Rainer K., And Xinyin Chen. 2010. Social Change and Human Development. Concepts and Results. Los Angeles: Sage Pub.</i> Material: manufacturing survey And statistics Library: <i>Field, A. (2009). Discovering Statistics Using SPSS.</i> Material: manufacturing instrument Library: <i>Grotaert, C., Narayan, D., Jones, V. N., et al. (2004). Analyzing Social Capital: A Composite Index Approach.</i>	5%
Meeting to 5 Date : 6 March 2025 Topic : Method Quantitative: Survey & Questionnaire Technique Making Questionnaire And Compilation Index Amount Student : 37 Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.							
6	Analyzing the relationship development index with SDGs achievements .	Student capable evaluate the advantages and weaknesses each index is based on case study .	Criteria: When Correct, then the value 100 Form Evaluation Activities Participatory	Work drafting group 2X instrument 50		Material: References: 2. <i>Silbereisen, Rainer K., and Xinyin Chen. 2010. Social Change and Human Development. Concepts and</i>	5%

Results. Los Angeles: Sage Pub.

Material: -
Library: 8.
*Corrado,
Carol. John
Haltiwanger
And Daniel
Sichel. 2005.*

Measuring Capital in the New Economy. Chicago: The University of Chicago Press.

Material: -
Library: 11.
De Clerq, Dirk. Dan Maxim Voronov. 2009. The Role of Cultural and Symbolic Capital in Entrepreneurs' Ability to meet expectations about Conformity and Innovation. Journal of Small Business Management. Vol. 47. Issue 3.

Material: -
Library: 12
Luthans, Fred., Carolyn M. Yousef and Bruce J. Avolio. 2009. Psychological Capital. Developing the Human Competitive Edge. Oxford: Oxford University

Material:
analysis
social capital
Library:
Grootaert, C., Narayan, D., Jones, V.N., et al. (2004). Analyzing Social Capital: A Composite Index Approach.

Material:
development
family poor
Library:
Sadewo, F. X. Sri., et al. (2012). Development For Family Poor. Surabaya: Unesa University Press.

Meeting to 6 Date : 13 March 2025 Topic : Compilation and Mapping of the Global Competitiveness Index, Human Development Index and Quality of Life Index, Satisfaction And Index Happiness, Improvement Capitals Development (Economy, Social, Culture, And Psychology, And Spiritual) Amount : 45 Student Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.							
7	Analyzing the index Power global competitiveness, human development index and quality of life index, satisfaction index and index happiness, improvement capital development (economic, social, cultural, psychological, and spiritual)	Student capable evaluate the advantages and weaknesses each index is based on case study .	Criteria: Report simulation results interview Form Evaluation : Activities Participatory	Simulation & role play interview/FGD 2X 50		Material: - References: 2. <i>Silbereisen, Rainer K., and Xinyin Chen. 2010. Social Change and Human Development. Concepts and Results. Los Angeles: Sage Pub.</i> ----- Material: - References: 8. <i>Corrado, Carol. John Haltiwanger and Daniel Sichel. 2005. Measuring Capital in the New Economy. Chicago: The University of Chicago Press.</i> ----- Material: - Library: 11. <i>De Clerq, Dirk. Dan Maxim Voronov. 2009. The Role of Cultural and Symbolic Capital in Entrepreneurs' Ability to meet expectations about Conformity and Innovation. Journal of Small Business Management. Vol. 47. Issue 3.</i> ----- Material: - Library: 12 <i>Luthans, Fred., Carolyn M. Yousef and Bruce J. Avolio. 2009. Psychological Capital. Developing the Human Competitive Edge. Oxford: Oxford</i>	5%

						<p>University</p> <p>Material: analysis social capital Library: Grootaert, C., Narayan, D., Jones, V. N., et al. (2004). Analyzing Social Capital: A Composite Index Approach.</p> <p>Material: survey and go down to the field Library: Grootaert, C., Narayan, D., Jones, V. N., et al. (2004). Analyzing Social Capital: A Composite Index Approach.</p> <p>Material: social capital Library: Putnam, R. D. (2000). Bowling Alone: The Collapse and Revival of American Community.</p>	
<p>Meeting to 7 Date : 20 March 2025 Topic : Compilation and Mapping of the Global Competitiveness Index, Human Development Index and Quality of Life Index, Satisfaction And Index Happiness, Improvement Capitals Development (Economy, Social, Culture, And Psychology, And Spiritual) Amount : 40 Students Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.</p>							
8	Applying theory development in field case studies .	Capable evaluate instruments and propose repair	<p>Criteria: Discussion And instrument evaluation case study</p> <p>Form Evaluation : Test</p>	Offline 2X 50		<p>Material: - References: 2. Silbereisen, Rainer K., And Xinyin Chen. 2010. Social Change and Human Development. Concepts and Results. Los Angeles: Sage Pub.</p> <p>Material: - Library: 8. Corrado, Carol. John Haltiwanger And Daniel Sichel. 2005. Measuring Capital in the New Economy. Chicago: The University of Chicago Press.</p>	10%

Material: -
Library: 11.
De Clerq, Dirk.
Dan Maxim
Voronov.
2009. The
Role of
Cultural and
Symbolic
Capital in
Entrepreneurs'
Ability to meet
expectations
about
Conformity
and
Innovation.
Journal of
Small
Business
Management.
Vol. 47. Issue
3.

Material: -
Library: 12
Luthans,
Fred., Carolyn
M. Yousef and
Bruce J.
Avolio. 2009.
Psychological
Capital.
Developing the
Human
Competitive
Edge. Oxford:
Oxford
University

Material:
analysis
social capital
Library:
Grootaert, C.,
Narayan, D.,
Jones, V.N.,
et al. (2004).
Analyzing
Social Capital:
A Composite
Index
Approach.

Material:
survey and go
down to the
field **Library:**
Grootaert, C.,
Narayan, D.,
Jones, V.N.,
et al. (2004).
Analyzing
Social Capital:
A Composite
Index
Approach.

Material:
Implications
Development
Library:
Woolcock, M.,
& Narayan, D.
(2000). Social
Capital:
Implications
for

						Development Theory, Research, and Policy.
Meeting to 8 Date : 27 March 2025 Topic : Mid-term exam Amount Student : 45 Lecturer : Euphrasia Kartika Hanindraputri, M.Sos.						
9	Applying theory in development in business project proposals	Able to associate measurement results with development policy	Criteria: Case analysis and presentation group Assessment Form : Assessment Results Project / Evaluation Product	Lecture & analysis case study 2X 50		Material: - 5% Library: 5. Long, Norman. 2011. <i>Development Sociology: actor perspectives. London and New York: Routledge.</i> ----- Material: - Library: 9. Sadewo, FX, et.al. 2012, <i>Development For Family Poor, Surabaya: Unesa University Press.</i> ----- Material: - Library: 10. Sadewo, FX Sri. and M. Legowo,. 2009. <i>Local Community Response towards Development in Java East. Surabaya: Unesa University Press</i> ----- Material: Knowledge Method Study Library: Trochim, W. M. (2006). <i>Research Methods Knowledge Base.</i>
Meeting to 9 Date : 3 April 2025 Topic : Compilation Proposal Study, Study Field, Analysis Data, Compilation Report & Business Student Number Plan : 45 Lecturer : Diyah Utami, S.Sos., MM						

10	Analyzing sociological concepts and theories through study case : Social Capital in Local Community Measurement and interpretation field data .	Able to associate measurement results with development policy	Criteria: Presentation field case studies Assessment Form : Assessment Results Project / Evaluation Product	Presentation analysis results field 2X 50		Material: - Library: 5. Long, Norman. 2011. <i>Development Sociology: actor perspectives.</i> London and New York: Routledge. <hr/> Material: - Library: 9. Sadewo, FX, et.al. 2012, <i>Development For Family Poor,</i> Surabaya: Unesa University Press. <hr/> Material: - Library: 10. Sadewo, FX Sri. and M. Legowo,. 2009. <i>Local Community Response towards Development in Java East.</i> Surabaya: Unesa University Press <hr/> Material: Knowledge Method Study Library: Trochim, W. M. (2006). <i>Research Methods Knowledge Base.</i> <hr/> Material: Application and originality sociology modern Library: Portes, A. (1998). <i>Social Capital: Its Origins and Applications in Modern Sociology.</i>	5%
Meeting to 10 Date : 10 April 2025 Topic : Studies Case: Capital Social In Public Local Measurement And Interpretation Data Field Number of Students : 45 Lecturer : Diyah Utami, S.Sos., MM							

11	Creating a project business plan community-based by developing potential socio-economic Which It is in public.	Developing a project business plan community-based with analysis development capital (Social, Economic, Spiritual, Cultural, Psychological)	Criteria: Innovation in Measurement Social Capital Utilization of social media and approaches digital Assessment Form : Assessment Results Project / Evaluation Product	Excipient and discussion 2X 50		Material: - Library: Portes, A. (1998). <i>Social Capital: Its Origins and Applications in Modern Sociology.</i> Material: - Library: Denzin, N. K., & Lincoln, Y. S. (2011). <i>The SAGE Handbook of Qualitative Research.</i> Material: - Library: Portes, A. (1998). <i>Social Capital: Its Origins and Applications in Modern Sociology.</i> Material: - Library: Wellman, B., & Hampton, K. (1999). <i>Living Networked On and Offline.</i>	5%
Meeting to 11 Date : 17 April 2025 Topic : Compilation Proposal Study, Study Field, Analysis Data, Compilation Report & Business Student Number Plan : 45 Lecturer : Diyah Utami, S.Sos., MM							
12	Developing a project business plan community-based by integrating technology appropriate	Conducting Research and Make reports, as well as formulate a project business plan	Criteria: Capable integrate the analysis results and compile comprehensive report Assessment Form : Assessment Results Project / Evaluation Product	discussion offline 2X 50		Material: Qualitative Approach and Quantitative in Study Communicati on Library: Putnam, R. D. (2000). <i>Bowling Alone: The Collapse and Revival of Americans Community.</i> Material: statistics and usage SPSS Library: Field, A. (2009). <i>Discovering Statistics Using SPSS.</i> Material: digital divide Bibliography: van Dijk, J. (2020). <i>The digital divide. Polity Press.</i>	5%

Meeting to 12

Date : 24 April 2025
 Topic : Workshop Analysis Data Advanced Integration Technique Quantitative And Qualitative Number of Students : 45
 Lecturer : Diyah Utami, S.Sos., MM

13	Interpreting data in proposal business project	Conducting Research and Make reports, as well as formulate a project business plan	<p>Criteria: Capable presenting findings systematically And critical</p> <p>Assessment Form : Assessment Results Project / Evaluation Product</p>	Workshop practical work with guidance lecturer 2X 50		<p>Material: -</p> <p>Library: Woolcock, M., & Narayan, D. (2000). <i>Social Capital: Implications for Development Theory, Research, and Policy.</i></p> <hr/> <p>Material: -</p> <p>Library: Putnam, R. D. (2000). <i>Bowling Alone: The Collapse and Revival of Americans Community.</i></p> <hr/> <p>Material: Digital and Development</p> <p>Library: Leonardi, PM, & Neeley, T. (2022). <i>The digital mindset: What it really takes to thrive in the age of data, algorithms, and AI.</i> Harvard Business Review Press.</p>	5%
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Meeting to 13

Date : 1 May 2025
 Topic : Presentation Results Test Try Instrument & Analysis Data Presentation Findings And Interpretation Student Number Data : 45
 Lecturer : Diyah Utami, S.Sos., MM

14	<p>Analyzing Projects Business Plan through discussion critical and debate associated with innovation plan which is conducted in business project</p>	<p>Presenting the proposal or business plan</p>	<p>Criteria: Rubric debate & discussion</p> <p>Assessment Form : Assessment Results Project / Evaluation Product</p>	<p>Debate interactive & group discussion 2 X 50</p>		<p>Material: - Library: <i>Portes, A. (1998). Social Capital: Its Origins and Applications in Modern Sociology.</i></p> <hr/> <p>Material: - Library: <i>Coleman, J. S. (1988). Social Capital in the Creation of Human Capital.</i></p> <hr/> <p>Material: - Library: <i>Woolcock, M., & Narayan, D. (2000). Social Capital: Implications for Development Theory, Research, and Policy.</i></p> <hr/> <p>Material: - Library: <i>Trochim, W. M. (2006). Research Methods Knowledge Base.</i></p> <hr/> <p>Material: community based Library action : <i>Ledwith, M. (2022). Participatory Practice: Community - based Action for Transformative Change. Policy Press.</i></p>	5%
<p>Meeting to 14 Date : 8 May 2025 Topic : Discussion Critical & Debate: Evaluation Method Measurement Criticism And Evaluation On Method Which There are a number of students : 45 Lecturer : Diyah Utami, S.Sos., MM</p>							

15	Create innovation social through business based project proposal community based analysis problems and social capital in society	Presenting the proposal or business plan	Criteria: Rubric debate & discussion Assessment Form : Assessment Results Project / Evaluation Product	Debate interactive & group discussion 2 X 50		Material: - Library: Portes, A. (1998). <i>Social Capital: Its Origins and Applications in Modern Sociology.</i> Material: - Library: Coleman, J. S. (1988). <i>Social Capital in the Creation of Human Capital.</i> Material: - Library: Woolcock, M., & Narayan, D. (2000). <i>Social Capital: Implications for Development Theory, Research, and Policy.</i> Material: - Library: Trochim, W. M. (2006). <i>Research Methods Knowledge Base.</i>	5%
Meeting to 15 Date : 15 May 2025 Topic : Guidance Proposal Student Number Project : 45 Lecturer : Diyah Utami, S.Sos., MM							
16	Presenting final project & final exam through exhibition simultaneous based solution presentation And comprehensive evaluation	Able to present solution in a way systematic and maintain argument	Criteria: Presentation end of group And final exam Assessment Form : Assessment Results Project / Evaluation Product	Test 2 X 50		Material: chapter 1-2 Library: Portes, A. (1998). <i>Social Capital: Its Origins and Applications in Modern Sociology.</i> Material: - Library: Portes, A. (1998). <i>Social Capital: Its Origins and Applications in Modern Sociology.</i> Material: - Library: Wellman, B., & Hampton, K. (1999). <i>Living Networked On and Offline.</i>	20%

Pertemuan ke 16

Tanggal : 22 Mei 2025

Topik : Presentasi Proyek Akhir & Ujian Akhir -Penyajian Solusi Dan Evaluasi Komprehensif

Jumlah Mahasiswa : 45

Dosen : Diah Utami, S.Sos., M.M.

Handout: Guidelines for Preparing a Business Plan (Developing Plan Format)

1. Cover
2. Introduction
3. Formulation of Community Problems
4. Proposed Solutions
5. Method of Activities
6. Business Model
7. SMART Analysis of Products/Activities
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Timed
8. Market Analysis
 - Market Segmentation
 - Market Characteristics
9. Competitor Analysis
10. Stakeholder and Potential Investor Analysis
 - Institutions Involved
 - Investors as Potential Funding Sources
11. Activity Design
 - Type of Activities
 - Stages of Activities
 - Estimated Budget
12. Activity Outputs/Products
13. Institutional Strengthening Strategy
14. Sustainability Analysis
 - Marketing and Sales Strategy
 - Product Licensing and Intellectual Property Rights (IPR)
15. Dissemination of Activities

Chapter Details

1. Urgency of Preparing a Business Plan: based on findings from the research report, especially shortcomings, compared with ideal conditions. Include title, keywords, and abstract.
2. Introduction: Provide an overview of the problem, then formulate it. Link the solution with the business idea.
3. Research Method: Use Participatory Action Research (PAR) if researcher is directly involved, or Action Research if researcher only facilitates.

4. Needs Analysis: SMART Analysis of Capitals (Economic, Social, Cultural, Psychological, Spiritual).
5. Market Analysis: Explain product uniqueness, competitor comparison, and SWOT analysis.
6. Social Network Analysis: Include stakeholders and potential investors.
7. Activity Planning: type of activity, success indicators, institutional strategy, personnel, budget, and schedule.
8. Conclusion: Include dissemination plans.

Appendices

Appendix 1: Budget Justification

Appendix 2: Documentation (photos, minutes)

Appendix 3: Group CVs



MID-SEMESTER EXAMINATION – EVEN SEMESTER 2024/2025

Course : Sociology of Development
Program/Cohort : Sociology /
Day /Date :
Time :
Instructor :

A. Instructions :

1. Write your full name, student ID number (NIM), and signature on the designated sheet
2. Answer the questions honestly and independently.
3. Any indication of academic dishonesty will result in a failing grade.
4. This is a closed-book examination.

B. Please answer the following question accurately:

Multiple Choice – Choose the most appropriate answer. Each question is worth 2 points.

1. According to modernization theory, economic development in a country is primarily driven by:
 - Strengthening local culture
 - Adoption of technology and innovation
 - Closing access to global markets
 - Reducing the role of the industrial sector
 - Preserving traditional social structures
0. According to dependency theory, one of the main reasons developing countries experience economic stagnation is:
 - Lack of natural resources
 - Dependence on developed countries
 - Climate imbalance
 - Low labor force population
 - Dominance of the agricultural sector
0. From the sustainable development perspective, the most important factor in balancing economic, social, and environmental interests is:
 - Rapid economic growth
 - Unlimited exploitation of natural resources
 - Community involvement in decision-making
 - Focus on heavy industrial sectors
 - Privatization of all economic sectors
0. Modernization theory argues that developing countries must follow the development paths of developed countries. The main criticism of this theory is:



- Not all countries share the same historical and contextual background
 - All developing countries must follow developed countries
 - Development is linear and universal
 - Only developed countries can implement development
 - Developing countries cannot advance without foreign intervention
0. In the context of political development, an effective bureaucracy must have the following characteristics, except:
- Transparency in resource management
 - Merit-based recruitment
 - Nepotism in hiring
 - Accountability in public policy
 - Efficiency in public service delivery
0. In dependency theory, the relationship between developed and developing countries is often characterized as:
- Mutually beneficial
 - Unrelated
 - Exploitative
 - Neutral
 - Changing according to global trends
0. According to sustainable development theory, the primary concern in development should be:
- Environmental conservation and social welfare
 - Short-term economic gains
 - Capital ownership by foreign companies
 - Focus on the manufacturing sector
 - Dependence on natural resources
0. Modernization theory argues that development can be achieved through:
- Adoption of Western institutions and values
 - Separation from developed countries
 - Returning to feudal systems
 - Avoiding the use of technology
 - Abolishing the free market
0. In development sociology, the concept of social capital refers to:
- A country's financial resources
 - The amount of foreign investment
 - Public education levels



- Networks, trust, and norms that enhance cooperation
 - Mastery of information technology
0. In the gender and development approach, the goal of gender equality in development is to:
- Maintain traditional social structures
 - Prioritize male roles in decision-making
 - Limit women's roles in the public sector
 - Reduce women's involvement in development
 - Balance participation of men and women in the economic sector
0. One of the key factors in a country's development success is:
- Dependence on foreign aid
 - Improvement in human resource quality
 - Resource monopoly by the government
 - Elimination of modern education
 - Restriction of international trade
0. The main indicator used to measure human development is:
- Public consumption levels
 - Foreign investment volume
 - Human Development Index (HDI)
 - Annual economic growth rate
 - Number of infrastructure projects
0. According to structuralist theory, a country's economic development may be hindered by:
- Excessive foreign investment
 - Market liberalization policies
 - Inequality in the distribution of wealth and resources
 - Protectionist policies
 - Rapid globalization
0. From a sustainable development perspective, ideal development should:
- Focus solely on economic growth
 - Neglect social aspects for industrialization
 - Integrate economic, social, and environmental dimensions
 - Focus exclusively on manufacturing
 - Eliminate environmental regulations
0. In development sociology, dependency theory proposes the following solution for developing countries:
- Increasing trade relations with developed countries



- Removing government control from the economy
 - Eliminating protectionist policies
 - Reducing dependence on developed nations
 - Opening all sectors to foreign investment
0. The main impact of globalization on developing countries in the context of development is:
- Strengthening domestic economic resilience
 - Reducing the influence of global capitalism
 - Erasing strong local cultures
 - Lowering urbanization rates
 - Increasing economic integration while deepening inequality
0. A critical success factor in community-based development is:
- Central government dominance
 - Active community participation in decision-making
 - Unregulated foreign investment
 - Privatization of public sectors
 - Greater natural resource exploitation
0. Development that focuses solely on economic growth and ignores social aspects may result in:
- Economic and social balance
 - Equal distribution of welfare
 - Increasing social inequality
 - Better environmental sustainability
 - Strengthened social capital
0. A major criticism of modernization theory is:
- Rejection of global integration in development
 - Neglecting historical and cultural context of developing countries
 - Promoting centralized economy as the only solution
 - Overlooking the role of technology in development
 - Declaring industrialization as unimportant
0. A key indicator of successful social development is:
- Volume of foreign investment
 - Annual economic growth
 - Number of growing private companies
 - Reduction in economic regulation
 - Human Development Index (HDI)



0. A rural village depends on traditional agriculture. To enhance economic well-being, the best strategy based on social capital is:
 - Providing financial capital without training
 - Attracting foreign companies to manage the land
 - Building networks between farmers, advisors, and local cooperatives
 - Selling crops without considering value-added
 - Forcing farmers to abandon traditional methods
0. A highway project crosses an indigenous village reliant on nearby forests. Based on asset mapping, the first step the government should take is:
 - Using a top-down approach without consultation
 - Offering financial compensation without further dialogue
 - Mapping social relations and potential conflicts
 - Relocating the community without considering social impacts
 - Prioritizing investors over the local community
0. An urban housewives group starts a local wisdom-based culinary business. For business sustainability, the most important factor is:
 - Ensuring every member has large financial capital
 - Offering products without market consideration
 - Developing community-based marketing networks
 - Relying fully on government aid
 - Removing local elements for competitiveness
0. In a coastal area, fishermen face economic hardship due to declining catch. The most suitable social capital-based solution is:
 - Increasing use of gear without environmental consideration
 - Forcing fishermen into non-fishing industries
 - Establishing cooperatives to enhance bargaining power
 - Relying on long-term foreign aid
 - Banning fishing in the area
0. A large company plans to invest in a remote area by building a textile factory. According to sustainable development principles, the first step is:
 - Building without environmental impact study
 - Conducting social impact study and community consultation
 - Paying substandard wages for efficiency
 - Importing labor without local empowerment
 - Ignoring local culture in production
0. A village with ecotourism potential aims to develop tourism. The most appropriate strategy is:
 - Inviting foreign investors to take over management
 - Engaging locals as primary owners and managers
 - Ignoring environmental sustainability
 - Developing infrastructure without social considerations
 - Hiring external workers for efficiency
0. A traditional batik community faces competition from cheap imports. To increase competitiveness, the best step is:



- Reducing quality to compete with imports
 - Shutting down and switching sectors
 - Enhancing branding with local wisdom and digital marketing
 - Avoiding technology in production
 - Fully depending on subsidies
0. An important indicator of a successful community-based economic business plan is:
- Size of initial capital provided
 - Dependence on government subsidies
 - Community's ability to sustain the business long-term
 - Hiring workers without proper training
 - Sudden social changes without planning
0. In a predominantly farming village, social capital can be strengthened through:
- Isolating farmers to compete
 - Establishing cooperatives and mutual assistance systems
 - Reducing community participation in decision-making
 - Handing land management to investors
 - Abolishing traditional farming heritage
0. A good business plan for a community empowerment project should consider the following, except:
- Community involvement in planning
 - Dependence on foreign aid
 - Long-term business sustainability
 - Capacity building and training
 - Stable market access
0. A remote farmer group wants to increase yields with modern agriculture. Applying SMART analysis, the ideal target is:
- Increasing yields by 20% within two years using eco-friendly technology
 - Maximizing output quickly without targets
 - Relying on better weather
 - Overhauling the system without farmer readiness
 - Waiting for government aid
0. A community-based handicraft project aims to reach international markets. According to SWOT analysis, the biggest threat is:
- Many similar artisan communities
 - Strong social capital in the community
 - Competition with cheaper imports
 - Opportunities for e-commerce partnerships
 - Unique product diversity in the community
0. A village with untapped ecotourism potential uses SMART mapping. One aspect *not* considered is:
- Identifying main attractions for tourists
 - Targeting 30% tourist growth in 3 years
 - Relying on grants without long-term planning
 - Linking the project with local cultural preservation
 - Outlining development stages of the destination



0. A mountain coffee cooperative seeks national market expansion. The main weakness to address is:
 - Internationally recognized coffee quality
 - High demand for organic coffee
 - Limited access to wider distribution
 - E-commerce marketing opportunities
 - Partnerships with SMEs
0. A microbusiness community aims to expand traditional food sales. The most effective first SMART step is:
 - Waiting for government support
 - Targeting 15% production increase in 6 months with better management
 - Partnering with large banks without feasibility studies
 - Raising prices without market consideration
 - Ignoring digital promotion
0. In a women empowerment project based on small-scale businesses, one identified strength (S in SWOT) is:
 - Women's skills and creativity in production
 - Lack of access to business capital
 - Cultural barriers limiting women's roles in business
 - Competition with larger enterprises
 - Dependence on government aid
0. A youth group plans to develop a digital-based business. Using the SMART approach, the most relevant goal is:
 - Launching the business immediately without market analysis
 - Developing a digital platform targeting 1,000 customers in one year
 - Operating the business without considering start-up capital
 - Avoiding collaboration with local investors
 - Focusing only on technical aspects without marketing strategy
0. In the context of social enterprise development, a potential threat (T in SWOT) for community-based business is:
 - Strong government support for the creative economy
 - Potential collaboration with social institutions
 - Policy changes that restrict small business market access
 - Abundant availability of raw materials
 - Increased market demand for local products
0. A village aims to improve income by building an agricultural processing business. According to SMART analysis, the action that should *not* be prioritized is:
 - Selecting high-value leading products
 - Targeting a 25% income increase in one year
 - Hiring external labor without empowering locals
 - Utilizing available natural resources sustainably
 - Setting clear production and distribution schedules
0. An eco-based startup wants to develop environmentally friendly products. Based on SWOT analysis, the greatest opportunity is:



- Limited initial capital
 - Consumer trends that increasingly favor sustainable products
 - Low public awareness of green products
 - Lack of regulation supporting eco-industries
 - Setting clear production and distribution schedules
0. A region has a high Human Development Index (HDI) but also high unemployment. According to development sociology, the most accurate interpretation is:
- Development has been completely successful
 - HDI growth always aligns with economic well-being
 - There are gains in education and health, but limited job opportunities
 - Economic development is more important than quality of life
 - High unemployment is irrelevant in assessing social welfare
0. In development sociology, the Gender Development Index (GDI) measures:
- Women's investment in businesses
 - Equality between men and women in health, education, and economy
 - Women's participation in social organizations
 - Women's ability to manage households
 - Number of women in the informal sector
0. A district records a Multidimensional Poverty Index (MPI) of 0.35. This indicates that:
- The district has very low poverty
 - Most people still lack access to education, health, and decent living standards
 - This index is unrelated to social welfare
 - Average income exceeds the national average
 - The local government should only focus on infrastructure
0. If a village has a low Village Development Index (VDI), the most effective government response is:
- Boost industrial investment without improving basic services
 - Improve access to education, health, and rural infrastructure
 - Relocate villagers to cities for work
 - Increase agricultural exports without improving farmers' well-being
 - Lower taxes for investors without developing public services
0. In analyzing sustainable development data, development sociology emphasizes that quantitative data such as HDI and GDP should be combined with:
- Economic data alone
 - Foreign investment figures without social context
 - Economic growth data only
 - Infrastructure data without access considerations
 - Qualitative analysis of social well-being and community conditions
0. A region shows high economic growth, but poverty levels remain high. The best interpretation is:
- Economic growth always correlates with social welfare
 - Growth automatically reduces poverty
 - Growth statistics are more important than poverty data
 - Unequal distribution of development benefits favors certain groups
 - The Gini Index is irrelevant



0. If a region has high life expectancy but also high infant mortality, the best interpretation is:
- The healthcare system is excellent
 - There is no correlation between life expectancy and infant mortality
 - General public health has improved, but infant and maternal care remains problematic
 - Health index can only be measured by life expectancy
 - Infant mortality data is irrelevant for policymaking
0. In development sociology, intellectual unemployment data is often linked to:
- Low commodity prices
 - Skills mismatch with labor market needs
 - Rising urbanization and labor migration
 - Slow population growth
 - Increased foreign investment
0. A city has a high HDI but also a high Gini Index. This suggests:
- All social groups experience equal well-being
 - HDI indicates equal wealth distribution
 - Some groups progress rapidly while inequality persists
 - Social inequality does not affect development success
 - Economic data is more important than social indices
0. A region has a low Gender Empowerment Index (GEI) despite a high HDI. This shows:
- Gender equality has been achieved despite low female participation
 - Development is inclusive and gender-neutral
 - Gender index is irrelevant for development analysis
 - Despite overall progress, women still have limited access to economic and political domains
 - Gender equality only matters in social, not economic, sectors

Good Luck!



MID-SEMESTER EXAMINATION – EVEN SEMESTER 2024/2025

Course : Sociology of Development
Program/Cohort : Sociology /
Day /Date :
Time :
Instructor :

100/GOOD JOB!!

A. **Instructions :**

1. Write your full name, student ID number (NIM), and signature on the designated sheet
2. Answer the questions honestly and independently.
3. Any indication of academic dishonesty will result in a failing grade.
4. This is a closed-book examination.

B. Please answer the following question accurately:

Multiple Choice – Choose the most appropriate answer. Each question is worth 2 points.

1. In economic development theory, modernization is often associated with social change that has a broad impact on society. Based on the concept of modernization, the main factor driving change is...
Answer: (Adoption of technology and innovation)
2. According to dependency theory, one of the main reasons developing countries experience economic stagnation is...
Answer: (Dependence on developed countries)
3. From the perspective of sustainable development, the most important factor in maintaining the balance between economic, social and environmental is...
Answer: (Community involvement in decision making)
4. Modernization theory argues that developing countries should follow the development patterns of developed countries. The main criticism of this theory is...
Answer: (Not all countries have the same history and context.)
5. In the concept of political development, an effective bureaucracy in a country must have the following characteristics, except...
Answer: (Nepotism in employee recruitment)
6. In dependency theory, the relationship between developed and developing countries is often...
Answer: (Exploitative)
7. According to the theory of sustainable development, the main factors that must be considered in development are...
Answer: (Environmental conservation and social welfare)
8. Modernization Theory states that development can be achieved through...
Answer: (Adoption and values of Western institutions)
9. In development sociology, the concept of social capital refers to...



Answer: (Networks, trust, and norms that enhance work)

10. In the gender and development approach, gender equality in development aims to...

Answer: (Balancing the participation of women and men in the economic sector)

11. One of the main factors in the success of a country's development is...

Answer: (Improving the quality of human resources)

12. The main indicator used in measuring human development is...

Answer: (Human Development Index (HDI))

13. According to structuralism theory, a country's economic development can be hampered by...

Answer: (Unequal distribution of wealth and resources)

14. From the perspective of sustainable development theory, ideal development must...

Answer Integrating economic, social and environmental)

15. In development sociology, dependency theory proposes a solution for developing countries in the form of...

Answer: (Reducing dependence on developed countries)

16. The main impact of globalization on developing countries in the context of development is...

Answer: (Increasing economic integration but deepening inequality)

17. Factors that play an important role in the success of community-based development are...

Answer: (Active community participation in decision making)

18. Development that only focuses on economic growth without paying attention to social aspects can cause...

Answer: (Increasing social inequality)

19. One of the main criticisms of modernization theory is...

Answer: (Ignoring the historical and cultural context of developing countries)

20. Indicators of success of social development can be measured through...

Answer: (Human Development Index (HDI))

21. A village in a remote area has a farming community that relies on traditional agriculture. The local government wants to improve the economic welfare of the community by implementing a system.

Answer: (Building networks between farmers, extension workers, and local cooperatives)

22. A toll road construction project crosses a traditional village whose people are highly dependent on the surrounding forest. Based on the concept of capital mapping, the initial step that must be taken by

Answer: (Conducting mapping of social relations and potential conflicts in society)

23. A group of urban housewives started a food business based on local wisdom. In the context of the business plan project, the most important aspect to consider is sustainability.

Answer: (Developing a community-based marketing network)



24. In a coastal area, fishermen are experiencing economic difficulties due to the continuing decline in fish catches. In the context of development sociology, the most appropriate social capital-based solution is a
- Answer: (Establishing fishermen's cooperatives to strengthen their bargaining power)
25. A large company wants to invest in a remote area by building a textile factory. Based on the principles of sustainable development, what steps should be taken before the investment is made?
- Answer: (Conduct social impact studies and consultations with local communities)
26. In the context of a business plan project, a village with natural tourism potential wants to develop ecotourism. The most appropriate strategy to support this plan is...
- Answer: (Involving local communities as the main owners and managers)
27. A community of traditional batik artisans faces competition from cheap imported products. Based on the project's business plan concept, the steps that can increase their competitiveness are...
- Answer: (Developing product branding based on local wisdom and digital marketing)
28. One indicator of the success of a business plan project in the context of community-based economic development is...
- Answer: (The community's ability to sustain its business in the long term)
29. In a village where the majority of the population are farmers, social capital can be strengthened by...
- Answer: (Building a mutual cooperation system and farmer cooperatives)
30. In a community-based economic empowerment project, a good project business plan must consider the following factors, except...
- Answer: (Dependence on foreign aid)
31. A group of farmers in a remote area wants to increase their crop yields by using modern agricultural technology. If SMART analysis is applied in social capital planning, then
- Answer: (Increase crop yields by 20% in 2 years with environmentally friendly technology)
32. A community-based handicraft business development project wants to reach the international market. Based on a SWOT analysis, what are the biggest threats that must be taken into account in the business plan?
- Answer: (Competition with cheaper imported products)
33. A village has untapped ecotourism potential. To ensure the success of the project, capital mapping using the SMART approach will consider the following aspects, namely:
- Answer: (Relying on grant funds without a long-term plan)
34. A coffee farmers' cooperative in a mountainous area wants to expand its market to the national level. Based on a SWOT analysis, the main weakness that needs to be addressed is...
- Answer: (Lack of access to wider distribution channels)
35. A micro-entrepreneur community wants to expand its regional food business to a wider market. Based on SMART's capital mapping, the most effective first step is...
- Answer: (Targeting a 15% increase in production within 6 months with better management)



36. In a small business-based women's empowerment project, a SWOT analysis can help identify key factors that need to be strengthened. One of the strengths of this project is

Answer: (Women's skills and creativity in the production of goods)

37. A youth group wants to develop a digital-based business in their area. Using the SMART approach, the most relevant objective would be...

Answer: (Developing a digital platform with a target of 1,000 customers in 1 year)

38. In the context of developing social enterprises, a SWOT analysis can be used to understand existing challenges. One of the threats that may arise in community-based enterprises is...

Answer: (Policy changes that restrict market access for small businesses)

39. A village wants to increase their income by establishing an agricultural processing business. To ensure success, SMART analysis is used to determine the following steps, namely:

Answer: (Relying on labor from outside the village without empowering local communities)

40. An environmentally-based startup wants to develop eco-friendly products. Based on a SWOT analysis, the biggest opportunity they can exploit is...

Answer: (Consumer trends are increasingly concerned about sustainable products)

41. When reading development data, the Human Development Index (HDI) is often used to measure the welfare of society. If a region has a high HDI but the unemployment rate is also low...

Answer: (There have been improvements in the education and health sectors, but job opportunities are still limited.)

42. In development sociology, the Gender Development Index (GDI) is used to measure...

Answer: (Equality between men and women in health, education and economics)

43. A district has a Multidimensional Poverty Index (MPI) of 0.35. Based on how to interpret data in development sociology, this figure indicates that...

Answer: (Most people still experience limitations in access to education, health and living standards.)

44. In development sociology, the Village Development Index (DPI) is used to measure the level of progress of a village. If a village has a low DPI, the most effective step to take is to

Answer: (Improving access to education, health, and basic village infrastructure)

45. In reading sustainable development data, development sociology emphasizes that quantitative data such as HDI and GDP must be combined with...

Answer: (Qualitative analysis related to social welfare and community conditions)

46. A region has a high rate of economic growth, but the poverty rate remains high. In development sociology, the most appropriate way to interpret this data is...

Answer: (The distribution of development results is uneven, so that certain groups benefit more.)

47. In reading social development data, life expectancy is one of the main indicators. If a region has a high life expectancy but also a high infant mortality rate, interpret



Answer: (There have been improvements in general public health, but challenges remain in the care of infants and pregnant women.)

48. In development sociology, data on intellectual unemployment is often associated with...

Answer: (Mismatch between workforce skills and labor market needs)

49. A city has a high Human Development Index (HDI) but also a high Gini index. Based on how to read data in development sociology, this indicates that...

Answer: (There are groups of people who are growing rapidly, but there are still significant economic disparities.)

50. Data shows that a region has a low Gender Empowerment Index (GEM), even though the Human Development Index (HDI) is high. Based on how to read data in development sociology

Answer: (Even though society is experiencing increased prosperity, women still have limited access to economic and political power.)

Good Luck!

BUSINESS / DEVELOPING PLAN
SOCIAL CAPITAL OF SHELLFISH WASTE ARTISANS
ON THE COAST OF KENJERAN

88



Planners

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SOCIOLOGY STUDY PROGRAM
FACULTY OF SOCIAL AND POLITICAL SCIENCES
STATE UNIVERSITY OF SURABAYA

Bab	Rincian
1	<p style="text-align: center;">SOCIAL CAPITAL OF SHELLFISH WASTE ARTISANS ON THE COAST OF KENJERAN</p> <p><i>Abstract</i>The development of a business plan has become increasingly urgent in the context of community empowerment for managing shellfish waste along the shores of Kenjeran Beach in Surabaya. Research findings indicate that local residents are facing significant challenges related to the unmanaged accumulation of shell waste, which leads to environmental pollution and a decline in quality of life. A primary issue identified is the lack of adequate waste disposal facilities and insufficient community participation in waste management efforts. Ideally, the community should have access to proper waste management facilities and actively engage in the process of transforming waste into economically valuable products, in line with the principles of a circular economy. Robert Putnam's social capital theory highlights the importance of community involvement in building strong social networks to achieve common goals. In this context, strengthening social capital through the establishment of working groups can serve as a solution to enhance community participation. The mixed-methods approach employed in this study, which includes Participatory Action Research (PAR) and SWOT analysis, demonstrates that involving the community in waste management not only reduces pollution but also creates new sustainable economic opportunities. Case studies from other regions, such as Bali and Makassar in Indonesia, as well as Cebu in the Philippines, illustrate that community-involved management of shell waste can yield significant positive impacts. Therefore, the formulation of a business plan that integrates community empowerment and the principles of a circular economy is crucial for developing sustainable solutions to the shellfish waste problem at Kenjeran Beach. Keywords: Community Empowerment, Shellfish Waste, Circular Economy</p> <p>Abstrak Pembuatan rencana bisnis (business plan) menjadi sangat mendesak dalam konteks pemberdayaan masyarakat untuk mengelola limbah cangkang kerang di pesisir Pantai Kenjeran, Surabaya. Hasil penelitian menunjukkan bahwa masyarakat setempat menghadapi masalah serius terkait akumulasi limbah kerang yang tidak terkelola, yang berakibat pada pencemaran lingkungan dan penurunan kualitas hidup. Kekurangan utama yang teridentifikasi adalah minimnya tempat pembuangan limbah dan kurangnya partisipasi masyarakat dalam pengelolaan limbah tersebut. Dalam kondisi ideal, masyarakat seharusnya memiliki akses terhadap fasilitas pengelolaan limbah yang memadai dan terlibat aktif dalam proses pengolahan limbah menjadi</p>

products of economic value, in line with the principles of the circular economy. Robert Putnam's theory of social capital emphasizes the importance of community involvement in building strong social networks to achieve common goals, and in this context, strengthening social capital through the formation of working groups (Pokja) can be a solution to increase community participation. The mixed methods used in this study, including the Participatory Research Action (PAR) approach and SWOT analysis, show that by involving the community in waste management, it will not only reduce pollution, but also create new sustainable economic opportunities. Case studies in other regions, such as Bali and Makassar in Indonesia, and Cebu in the Philippines, show that community-involved shellfish waste management can have a significant positive impact. Therefore, making a business plan that is integrated with community empowerment approaches and circular economy principles is very important to create sustainable solutions to the problem of shellfish waste in Kenjeran Beach.

Keywords: Community Empowerment, Shellfish Waste, Circular Economy

2

INTRODUCTIONThe shells are one of the main problems on the coast of Kenjeran Beach, Surabaya. This accumulation of waste not only pollutes the environment, but also decreases the quality of life of the local community. The lack of waste management facilities and low public awareness in using it further aggravates the condition (Kurniawan & Wonoseputro, 2018). If not addressed immediately, these negative impacts will continue to grow and threaten the sustainability of coastal ecosystems. The people of Kenjeran Beach have the potential to turn shellfish waste into products of economic value. The principles of the circular economy can be applied to transform waste into useful resources. Previous studies have shown that the use of shellfish waste can provide economic and ecological benefits, such as making animal feed (Kurniasih et al., 2017) and utilization in the handicraft and construction industries (Kartika & Mujanah, 2020). The community has a great opportunity to manage shellfish waste more effectively. The success of waste treatment in various places shows that community involvement in waste management can have a positive impact. With the right approach, shellfish waste can be used as industrial raw materials with economic value (Zhan et al., 2022). Measures such as skills training, procurement of treatment equipment, and increased awareness of the economic benefits of this waste

can help the community in developing a waste-based business. This study aims to detect the possibility of the people of Kenjeran Beach managing shells independently through a circular economy-based business model. Mixed methods, including Action Research and SWOT analysis, are used to assess the effectiveness of these approaches in reducing pollution and improving people's welfare. The effectiveness of the strategy in managing shellfish waste on Kenjeran Beach and alternative scenarios if the strategy encounters obstacles is the main focus of this study. Business planning that is integrated with a community empowerment approach is needed to ensure the sustainability of these waste management efforts (Topić Popović et al., 2023). A circular economy-based business model that involves local communities can be the main choice. The use of shellfish waste as raw materials for the animal feed industry, handicraft materials, or construction materials opens up new sources of income while reducing environmental pollution. Previous studies have shown that this approach not only contributes to environmental sustainability, but also improves the economic well-being of coastal communities (Kurniasih et al., 2017). The implementation of this model requires support from various parties, including the government, academia, and the private sector. Cooperation between various stakeholders can accelerate the adoption of more efficient waste treatment technology and increase community capacity in managing circular economy-based businesses. The success of this model also depends on education and training for the community on proper and sustainable waste treatment techniques. This research is expected to provide strategic recommendations for the community and stakeholders in developing a circular economy-based business plan for shellfish waste management at Kenjeran Beach. These solutions not only help to address environmental pollution, but also significantly improve the well-being of coastal communities.

3. RESEARCH METHODS

• **Approach Used (sociological theory used)** This study uses the Social Capital Theory proposed by Robert Putnam, in the initial definition of social capital is identified with "the characteristics of social organization, such as beliefs, norms, and networks that can improve the efficiency of society by facilitating coordinated action". This theory emphasizes the importance of social connectedness, trust in building cooperation among members of the local community and norms,

so that in the context of empowering local communities on the Kenjeran coast in the management of shellfish waste, this is a social aspect that determines the success of this program. Putnam himself divides social capital into two main forms, namely Bonding Social Capital and Bridging Social Capital, Bonding Social Capital refers to close relationships within social groups that have togetherness such as fishing communities, communities, and artisans on the coast of Kenjeran who share experience and expertise in utilizing shellfish waste. Meanwhile, Bridging Social Capital refers to the relationship between local communities and external parties such as the government, academics and the private sector that can help in accessing resources, training, and marketing processed shellfish waste. Through this approach, the research aims to look at how local communities leverage their social capital in developing sustainable empowerment practices. Robert Putnam's social capital theory emphasizes the active participation of communities in various activities so this research will explore how social networks built among communities can strengthen their capacity to treat waste economically and ecologically.

Location DeterminationThe location of this study is located on Jl. Pantai Kenjeran, Bulak District, Surabaya, East Java, 60125. The selection of this location is based on the characteristics of the area that has a community of fishermen and artisans who utilize marine products including shellfish waste. In addition, the area is also known as a marine tourism destination which allows for market opportunities for processed products from shellfish waste. The researcher took this area because, in addition to its geographical aspect, socio-economic considerations are also a major factor in the selection of location. This area also has a number of community organizations that are active in community-based economic activities schemes so that researchers can dig deeper into how social capital plays a role in building shell-based businesses. The research period lasted from February to April. This time frame was chosen because it provides enough opportunity to directly observe the dynamics of the community in managing shellfish waste and to conduct in-depth interactions with local entrepreneurs, the researcher will conduct a series of observations, in-depth interviews, and focused group discussions to obtain comprehensive data on empowerment practices that occur at the research site. With a clear schedule, this study can provide a comprehensive picture of how local communities adapt and develop in utilizing existing resources.

Data Collection TechniquesThe data collection technique in this study uses the Participatory Action Research (PAR) method and a mix method approach that combines qualitative and quantitative methods. Participatory Action Research is an approach that aims to empower community groups through their active involvement in the research process where the community and researchers carry out activities together starting from problem identification to the implementation of solutions. This approach is relevant to play an active role in the research process with the community, not only as an observer but also as a facilitator in the empowerment process. Through this technique, the research will involve local communities directly in every stage of research, starting from the identification of problem planning solutions to the implementation and evaluation of the shellfish waste treatment program. The data analysis technique in this study was carried out integratively with qualitative data obtained from in-depth interviews and observations to identify patterns related to social capital, community participation and obstacles in the processing of shellfish waste, in addition to categorization, interpretation to find the main themes that emerged from the respondents' narratives. Approaching this, it helps the communities on the Kenjeran coast to empower local communities in the disposal of shellfish waste on the coast, so PAR was chosen to emphasize active collaboration between researchers and communities in identifying problems, designing solutions, and implementing change actions so that it can be done by observing active participants where researchers are directly involved in coastal community activities, observing the process of collection, disposal and potential utilization Shellfish Waste. In addition, it also focuses on group discussions (FGDs), in-depth interviews and documenting actions at each stage to evaluate the impact and empowerment process. The use of the mix methods method is used to obtain more comprehensive data so that the combination of the Participatory Action Research (PAR) method and Mix Methods can be expected to provide a more complete understanding of how local communities on the Kenjeran coast utilize their social capital in developing businesses based on shellfish waste processing.

Data Analysis TechniquesThe data analysis techniques used in this study are adjusted to the research approach where the researcher combines qualitative and quantitative methods. In qualitative data analysis, the method used is thematic analysis with a grounded theory approach where data is obtained from in-depth interviews, observational group discussions

directly carried out systematically to identify the main themes that arise in the context of community empowerment through the processing of shellfish waste in the Kenjeran area. The process carried out to find patterns and relationships between various aspects of social capital-based empowerment, to analyze quantitative data in this study uses descriptive statistical analysis to process data from the survey. In addition, simple regression analysis can be used to see the relationship between the level of social capital and the success of empowerment programs measured through economic and social indicators so that people can understand the research we show them. The data collection technique in this research method also uses the PAR method so that researchers can collaborate with local communities to design interventions that suit their needs and capacities, while strengthening the sense of community solidarity with the projects we will create. The combination of these two methods allows researchers to validate the findings in a triangulated manner, making the study more accurate and reliable. The use of the mixed method also helps in understanding the technical aspects of waste treatment and also social dynamics, psychological factors that affect community participation on the Kenjeran coast.

4

NEEDS ANALYSIS

1. SMART Analysis

Jenis Modal	Situatio n	Measurabl e(indicator quantitative)	Achievab le(dapat achieved)	Relevant(relevance social)	Timed(d uration implementation)
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	Modal Sosial	The formation of community participation in shellfish waste treatment through the formation of a working group (working group) consisting of coastal communities	The number of working groups (Pokja) and the participation of the groups of gentlemen in working together to manage the shells	Strengthening work groups with social networks such as the government or NGOs for training, mentoring, and improving the community in the treatment of shell waste	Improving social cohesion, environmental quality, and public health in the treatment of local community-based shell waste	The program ranges from 1 to 1.5 years for the working group
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	Modal Ekono mi	The environmen t that has not been managed properly, but still has great economic potential if managed properly. Such as shellshell waste, shells processed into handicrafts, animal feed, and building materials	AmountInc rease in community income from shell waste treatment business	With training and capital assistance from the government or community institutions, the processing of shellfish waste into products with economic value can be achieved	Shell waste treatment can create job opportunitie s, increase community income through side businesses as well as maintain the stability of the ecosystem	It takes 1-2 years to increase income and decrease unemployme nt
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	ModalB udaya	The existence of skills to utilize marine products is also the spirit of cooperation in the managemen t of shellfish waste as part of strengthenin g local culture	Number of cultural activities integrated with the shell waste treatment program	The combination of local cultural practices with new innovations such as technology to increase market opportunities for tourists	In line with the socio- cultural characteristi cs of coastal communitie s, the program supports a creative economy based on local wisdom for sustainable developme nt	2 years required for consultation , workshop or training to evaluation	
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	Modal Psychology	The community feels helpless or does not have self-confidence due to the failure in the process of processing shell waste	Number of local community participation in the cangkangke rang waste treatment program	Strengthening the community with motivational training and emotional support in managing the shells	Build self-confidence and community motivation to increase responsibility for coastal ecosystems	It takes 1-2 years to strengthen and motivate local communities
	Modal Spiritual	Strong spiritual values and beliefs, such as protecting nature as part of moral responsibility	Number of religious activities integrated in the shell waste treatment program	The involvement of religious leaders and spiritual values is integrated in the shell waste treatment program	Integration of relevant spiritual values to build public awareness of the importance of protecting the environment	1-1.5 years are needed to integrate spiritual values in the shell waste treatment program

2. Market Analysis

This project focuses on empowering local communities to process shell waste which is a major problem in the coastal area of Kenjeran into products of economic value.

Where the main focus is to create sustainable solutions through waste processing into handicrafts to animal feed. The uniqueness of this project lies in several parts such as:

- The first is the source of raw materials where the shellfish waste that is usually disposed of by the community around our coast is processed so that it can turn environmental problems into economic solutions. In addition, raw materials are free and abundant in the coastal area of Kenjeran.
- The second is the participation of the local community. Unlike large companies that concentrate production in a single location with a professional workforce, this project involves local communities directly in all stages from shell collection, processing, to marketing. This participation is certainly not only as a workforce but also entrepreneurial and management training, so that the community has ownership of the process and results and this creates a sense of responsibility for long-term sustainability.
- Then, next is the double benefit between the economy and the environment, where this project can reduce shellfish waste scattered around the coast which disturbs the environment while creating jobs for the surrounding community.

And finally, the circular economy model formed from this project is starting from waste that is a problem and then developed and processed into a product so that it can be marketed and profitable. The profits obtained will be returned to the community who process the shellfish waste. This project has several comparisons with competitors, which include:

- Large companies that usually only focus on plastic/metal waste treatment also have advanced technology as well as high operational costs such as waste transportation, labor, etc. They tend to focus on profit so that the social impact in their environment is minimal. On the other hand, this project has the advantage of lower production costs because it utilizes local resources and the participation of the local coastal communities of Kenjeran, there is an impact

social which is an attraction for those who care about sustainability. Can build a clean and healthy environment.

3. Competitive Strategy

To maximize potential and overcome challenges, the project has a strategy with:

- **Strengthening Branding**, which highlights or shows the story of empowerment and sustainability as an added and unique value of a project.
- **Product Innovation**, by developing high-value product variants. Not only limited to crafts or accessories but also used as animal feed materials.
- **Strategic Marketing Network**, partnering with investors and farmers who want to find cheap and healthy calcium feed for their livestock. Also an e-commerce platform that helps to expand the sales network
- **Artisan assistance**, by conducting continuous training to local communities on the coast of Kenjeran can improve technical and management skills.

4. SWOT Analysis

Strengths

- **Availability of Raw Materials is Abundant and Free.** Shellfish waste that is often ignored and considered worthless can be used to become something profitable. By utilizing shellfish waste, local communities or artisans no longer need to spend money to obtain materials so that they can reduce production costs. In addition, the existence of shell waste that is continuously produced by local residents can guarantee the availability of supply for the long term, as long as there is a structured collection system.
- **Knowledge of the local artisan community.** Indeed, previously the residents around the coast of Kenjeran had started processing shells waste into simple products such as animal feed. So that the existing knowledge can be developed again through simple training and technological innovation.
- **A positive environment.** Through this waste treatment, it can reduce environmental pollution, especially in coastal areas. Initially, due to technological limitations in processing, shellfish waste is allowed to accumulate, causing an unpleasant odor and disrupting the marine ecosystem if disposed of

carelessly. By turning them into products of economic value, the project not only reduces pollution but can also build on the principle of a circular economy where waste is converted back into a resource.

Strengthening the Local Economy. This project can open up jobs for community members, especially mothers or youth of the youth organization. It can also increase household income and reduce dependence on seasonal work in the fisheries sector. **Weaknesses**

- **Limited funding for processing technology.** In the community itself, there are actually tools or machines that can be used to destroy shellfish waste into fine powder. However, because there is no funds for the repair of the machine tools, the processing of shellfish waste is not resumed. This risks causing the accumulation of shell waste on the coast.

Lack of Marketing Capacity. Indeed, the residents here are experts in processing shellfish waste, but they also lack the ability to meet the demand of the market and the wider market. Processed shellfish products also need to compete with similar products that may be cheaper or already have a strong brand.

Opportunities

- **Market demand for environmentally friendly products.** This project has a great opportunity to develop, especially in the context of the global trend towards a green economy. Farmers, for example, are starting to switch to animal feed made from natural ingredients to meet the preferences of environmentally conscious consumers.
- **Institutional and Government Support.** Through projects aimed at circular economy initiatives and community empowerment, they will usually receive technical assistance, such as business management training, better access to waste treatment technology, and the construction of production facilities.
- **A Private Partnership.** Companies that are committed to CSR or ESG may be interested in partnering to develop shell-based products. So that this can increase export potential where the market reach can be expanded.

Community Education. Through this program, it can be used as a model to educate how the importance of waste management can build circular economy principles

- **Competition of Synthetic Materials.** Processed shellfish products must compete with chemical-based products that are cheaper or easier to mass produce.
- **Conflicts of Interest with Large Industries.** Large companies may see community projects as competitors and use their influence to monopolize the supply of shells or suppress market prices.

5. Social Network Analysis

Stakeholders in local community empowerment projects through shellfish waste treatment include actors who have direct or indirect interests. It can be grouped into several sections as follows:

Local Communities Local communities are the main actors in this project. They act as direct beneficiaries, as well as the main actors in the waste treatment process. Their role includes as waste producers, namely producers of shellfish waste from consumption activities or home industries. Then, they were involved in the processing. They are local communities involved in the process of transforming waste into products of economic value such as handicrafts, building materials, and animal feed. In addition, they also understand local social, cultural, and ecosystem conditions that can influence product design and marketing strategies. Therefore, a participatory approach is used to ensure that the community is not only an object but a subject actively involved in planning and program evaluation. Technical training, financial management, and leadership capacity building are key to empowering them.

Local Governments Local governments have a crucial role in providing regulations or policies, infrastructure, and financial support. Their role includes being a policymaker who supports sustainable waste management, such as tax incentives for recycling businesses. It also allocates a budget for training, construction, and processing facilities. And connect communities with markets, industries, or research institutions. A data-driven advocacy approach is needed to convince the government that the project is aligned with the sustainable development goals.

Non-Governmental Organizations and Academics Collaboration with NGOs can help in waste management education and policy advocacy. Also the same goes for universities (academics) where they can help conduct research on technology, shell-processing, market analysis, or socio-economic impacts. A knowledge-sharing approach through workshops can strengthen their involvement.

Industry and Market Players The livestock industry has the potential to become a strategic partner. For example, the results of processing shellfish waste are used as animal feed which has high efficacy because it uses the use of natural ingredients without preservatives. So that farmers can take good care of their farm animals. A win-win solution approach is needed, such as making an off-taker agreement so that it can reduce market risk to the community. Social network analysis does not only include directly involved stakeholders. But it is also important to map out potential investors who can support the sustainability of the program. Potential investors in this project are parties who have economic, social, and environmental interests to contribute to the development of the shellfish waste processing industry. It is divided into several things, as follows:

Impact Investment Investors with this type are not only looking for profit profits but also positive social and environmental impacts. The construction project for processing coconut shell waste is very relevant because it touches on the issue of community empowerment and also environmental preservation. Such as PT. Alam Lestari, Phapros, and so on.

Livestock Owner or Breeder Actually, the breeder himself can also be a potential investor. Such as chickens, ducks or even fish farmers who need additional calcium for animal feed. They will be interested if there is quality feed from shellfish waste. Moreover, the prices offered are cheaper or compete with the manufacturer's animal feed. So, it is possible that several large breeders or breeder cooperatives are interested. From all of these things, in order to have the potential to attract investors, some of the approaches that can be taken are as follows:

Making a Business Proposal Business proposal is not just an ordinary document that contains planning, but also a reflection of the professionalism and seriousness of the project manager such as a clear market prospect,

efficient production process, as well as quality product results. This is done so that parainvestors can glance at the projects we are working on. Local Product ExposExhibitions or local product expos can be an effective way to introduce products to potential investors. With this, we can promote how our projects will be carried out in the future. Of course, this needs to be balanced by utilizing social media and digital marketing, because it is not just about selling. But also to build a positive image about the Kenjeran coastal local community and its products, so that it can finally attract investors to join. Building TrustWhen investors are willing to invest because of the promotions that have been carried out, it is important to be transparent in fund management and production so that they believe in the community and sustainability of the projects we have done.5ACTIVITY PLANNING AS A SOLUTION TO SOLVE PROBLEMS

Types of Activities

Strengthening and Empowering Local Artisan CommunitiesThis activity is designed to strengthen and empower the local artisan community by focusing on the utilization of shellfish waste. The goal is to revive the spirit of togetherness, mutual trust, and collaboration among residents who have craft potential. Through the formation of working groups, it is hoped that a solid and sustainable social network will be built. The craftsmen will receive training in technical skills and managerial skills, including efficient production methods, simple business capital management, and product distribution strategies. In addition, the community that was previously passive will be revived as a common space to exchange knowledge and experiences, thus creating a mutually supportive ecosystem. This step is expected to trigger the growth of creative economy activities based on local resources, as well as strengthen the position of artisans in the production value chain independently and sustainably.

Environmental Socialization and InnovationThis program prioritizes public education regarding the importance of preserving the cleanliness of coastal areas and exploring the economic potential of shellfish waste. Activities are carried out through various methods, such as participatory discussions, handicraft exhibitions, and active involvement of local community leaders to strengthen the message conveyed.

The public was introduced to various forms of shell-based product innovations, ranging from accessories, decorative items, animal feed, to environmentally friendly organic fertilizers. Through this approach, it is hoped that a collective awareness will emerge in protecting the environment while encouraging creativity in processing waste into valuable products. This socialization is not only a means of conveying information, but also as an effort to foster a sense of responsibility and shared pride for the environment and the work of the local community. Thus, a collaborative spirit is created to create sustainable change.

Creation of Shellfish Waste Treatment ModuleIn order to increase the capacity of local communities, a practical module will be prepared that contains complete guidelines on the process of processing shellfish waste, starting from the raw material collection stage to the marketing strategy of finished products. This module is designed as a continuous reference for artisans, both those who are just starting out and those who have already run a similar business. In addition to containing technical techniques and stages of work, this module also emphasizes the importance of social aspects, such as cooperation between individuals, the formation of strong community networks, and the strengthening of mutual cooperation values. These three social elements are seen as the main foundation in creating the success of local potential-based empowerment programs. With this module, it is hoped that artisans can develop their skills independently, build productive relationships, and create an inclusive and competitive business ecosystem.

B. Products producedThe products that will be produced from this activity are in the form of various creative and functional handicrafts. Shellfish waste will be processed into decorative items such as home decorations or equipment such as curtains and personal accessories such as bracelets and necklaces. In addition, shells are also used in agriculture as organic fertilizers that are beneficial for plants, and processed into powder as a nutritious animal feed mixture. In the construction field, this material can be used as a mixed material for making paving blocks or as an addition to cement dough. This utilization not only produces products with high selling value, but also helps reduce the amount of waste that was previously unutilized. Thus, waste that was once considered useless can now be processed into a new economic source that contributes to the sustainable improvement of the welfare of coastal communities.

C. Implementation System

CollaborativeThe implementation of this program prioritizes cross-sectoral cooperation, not only relying on the role of local communities. Collaboration involves coastal communities, local governments, and private parties such as investors or other business partners, in order to create added value from shellfish waste. In order to ensure the long-term sustainability of the program, a support team consisting of experts in the technical and social fields was formed. This team is tasked with providing direct guidance, monitoring the production process, and ensuring that business development continues from time to time. It is hoped that this initiative can take root in the lives of the people of Kenjeran and be passed down across generations, not just a short-term project. With this collaborative approach, shellfish waste is transformed into a resource that is able to bring consistent and sustainable prosperity to all citizens.

ParticipatoryThe participatory approach is the main basis for the implementation of this program, by involving the community in every stage of the activity. Starting from product planning, production processes, to sales strategies, everything is done together. The role of community members is adjusted to their respective abilities. For example, mothers who have stringing skills are relied upon as a handicraft production team; physically strong men handle the processing process of raw materials; Meanwhile, young people who are fluent in digital technology are tasked with marketing products through social media and online platforms. Sales proceeds are divided by contribution, so anyone who actively contributes more, is entitled to a greater return. This system of fair distribution creates a sense of collective belonging and responsibility. As a result, this program is not only felt as a temporary project, but also as a just, sustainable, and social-solidarity-based source of income.

Based on Simple TechnologyThe use of simple technology is the main choice in processing shellfish waste so that it can be accessed by all levels of society. Tools such as manual shellers, simple grinders, and product molds are used because they are affordable, easy to operate, and can be repaired independently. That way, residents do not feel difficulties or are burdened by technology that is too sophisticated. Apart from the production side, the use of technology is also carried out in marketing. Products will be promoted through social media such as Instagram and Facebook, and sold through e-commerce platforms such as Shopee, Tokopedia, and Lazada. This strategy makes it easier to reach the market without

It takes a lot of money. This concept is designed so that people are not afraid to use technology and still feel confident in running a business. This easy, cheap, and relevant technology will help businesses grow effectively, efficiently, and profitably in the long run. A. Success Benchmarks

- **Output**The results of this program include an increase in the number of active artisans in shellfish waste in a certain period of time. In addition, a practical and easy-to-understand shellfish waste treatment module was prepared, as a guide for those who are beginner craftsmen and those who have been in the same business but previously learned self-taught. This module will strengthen the transfer of knowledge within the community. This program also targets the implementation of 3 training sessions with a minimum of 30 participants per session. Within six months, it is targeted to create at least three innovative products made from erang-based shells. Finally, the number of active artisans in the community is also expected to experience a significant increase during the implementation of the program.
- **Outcome**In a broader scope, this program targets a reduction of shellfish waste by up to 50% in the coastal area of Kenjeran within one year. Another hope is an increase in the income of residents who are members of the community by 30% through the sale of processed products. In addition to environmental and economic aspects, the success of the program is also measured by the presence of real forms of cooperation between the community and the government and the private sector. This collaboration is expected to be able to support sustainable business development and strengthen the community's position as the main actor in waste management with economic value.
- **Long-Term Impact**In the long term, this program is aimed at establishing a circular economy system that relies on the use of shellfish waste as the main raw material. Through this approach, the community is expected to not only obtain economic benefits, but also have a higher awareness of the importance of maintaining the cleanliness and preservation of the coastal environment. In addition, this activity will foster the spirit of independence in waste management, where the community

able to process, utilize, and distribute products in a sustainable manner without full dependence on external parties. Institutional Strengthening Strategy

In order for the community empowerment program in processing shellfish waste on the coast of Kenjeran to run well and sustainably, we need to strengthen the institutions of the community and the surrounding community. This means that we must help residents to be more organized, independent, and able to manage their waste treatment business professionally. First of all, we will provide assistance and training to communities that were previously almost non-operating. They will be taught how to manage the group well, starting from making work plans, managing finances, to compiling simple administrations. In addition, there will be special training to process shells into products with selling value, such as handicrafts, animal feed, organic fertilizers, or building materials. In order not to be confused, a team of assistants from related agencies will accompany residents regularly during this learning process. Second, we will build a strong network of partnerships. This community will be assisted to work with various parties such as environmental agencies, universities, and local entrepreneurs. The goal is for them to get technical support, business licenses, and most importantly - a market to sell their processed products. We will also promote these products through online marketplaces and local exhibitions. For financial problems, we will help form joint ventures in the form of cooperatives or MSMEs. That way, residents can manage their finances in a more professional and transparent manner. They will also be assisted to access business capital, both from government programs and soft loans. In addition, we will also actively involve all members of the community. Regular meetings will be held where all residents can submit ideas and inputs. We will also give a greater role to women and youth, because they have a lot of potential that can be developed in this business. Finally, we will conduct periodic evaluations to monitor the progress of the program. Has the income of residents increased? Has the shellfish been reduced? Can the community be independent? We will monitor all of this through routine reports and discussions with residents. This program will be carried out in stages. Starting from socialization and preparation, the implementation of training and production, to the evaluation of results and further development. In this way, it is hoped that the coastal community of Kenjeran can be more independent in processing shellfish waste

as well as improving their welfare. For example, mothers can make various handicrafts from shells sold online, while fathers can process them into fertilizer to sell to farmers. With good cooperation, the waste that has been polluting the beach can turn into a new source of income for coastal residents of Kenjeran. Group Personnel Table

Name	Role/Department	Duties and Responsibilities
Saadha	Team Leader	<ul style="list-style-type: none"> • Lead and Coordinate entire Group Activities • Responsible for the entire program
Laily Ula Radhwa	Secretary	<ul style="list-style-type: none"> • Documenting activities • Drafting reports and project administration
Anna KhoirunNisa'	Treasurer	<ul style="list-style-type: none"> • Manage finances and budgets • Create financial reports
Achmad RizalAffandi	Public Relations (PR)	<ul style="list-style-type: none"> • Establish communication with artisans and stakeholders • Convey information on research activities
Romadlo niSakinah	Tim Creative and Socialization	<ul style="list-style-type: none"> • Compiling socialization and training materials (Workshop) • Carrying out assistance activities to empower artisans and the surrounding community
NihayatusSalma	Field Coordinator	<ul style="list-style-type: none"> • Supervise the implementation of field activities • Establish direct interaction with shellfish waste artisans

Cost Budget

No.	Activities	Activity Description	Sum	Harga Sado	Total
1.	Equipment and Waste Treatment Shellfish	Waste Shells	-	-	Free
		Larutan organik (abusekam padi)	1 bottle	IDR 50,000	IDR 50,000
		Larutankimia Sodium Hidroxida	1 bottle	Rp. 60,000	Rp. 60.000
		Bran or nutritional supplement for livestock	1 sack	Rp. 50.000	Rp. 50.000
		Glue shot and contents	1 package	Rp. 30,000	Rp. 30.000
		Benang gsegar	1 gulungan	Rp. 10.000	IDR 10,000
		Service cost of shellfish shredding machine	1 Machine tools	Rp. 2.500.000	Rp. 2.500.000
2. Preparation and Administration		ATK(Paper, Pen, Folder, Ink Printer)	1 package	Rp. 100.000	Rp. 100.000
		Photocopy of dancetak document	20 sheets	Rp. 500	IDR 10,000

		administration (brochures, etc)Transportat ioninitial location survey	6 orang	IDR 20,000	IDR 120,000
		Print module	30 books	IDR 15,000	IDR 450,000
3.	ActivitiesMentori ng and Empowerment Craftsmen	Transporta sitim	6 orang	IDR 20,000	IDR 120,000
		Consumption of participants, teams, and resource persons	40 orang	IDR 10,000	IDR 400,000
4.	Operational and others	CostMarket placeCosts and unpredictability	-	Rp. 600,000	Rp. 600.000
Sum					Rp. 4.500.000

Schedule

No.	Types of activities	Moon				Insurer Answer
		23	45	67	89	
1.	Initial coordination and division of tasks					Saadha danLaily UlaRadhwa
2.	Location Survey and Data Collection					Saadha, AchmadRiz alAffandi, and Romadloni Sakinah

	<p>3. Proposal Creation, Module Preparation, and Promotional Media</p>									<p>1. Saadha 2. AnnaKho irunNisa' 3. AchmadRi zalAffandi 4. Laily UlaRadhwa 5. NihayatusSalma 6. RomadloniSakina h</p>
	<p>4. Preparation, mentoring, empowerment and Socialization</p>									<p>1. Saadha 2. AnnaKho irunNisa' 3. AchmadRi zalAffandi 4. Laily UlaRadhwa 5. NihayatusSalma 6. RomadloniSakina h</p>
	<p>5. ImplementationMentoring-1</p>									<p>Utama : Romadloni</p>

	<p>(Opening of activities, workshops on waste, socialization of the benefits of shells)</p>									<p>Sakinah and NihayatusSalma. Reserves: Saadha, AnnaKhoirunNisa', AchmadRizal Affandi, LailiyUlaRadhwa</p>
	<p>6. Implementation of Mentoring-2 (training on techniques for processing shells into products)</p>									<p>Utama : Sakina dannihayat usma. kaad aNgan : saadha, annakhoyir unnisaa', achmadrijal af, lailyulaar aadhvaa</p>
	<p>7. Implementation-3 (product making Together, discussion)</p>									<p>Utama : Romadloni Sakinah danNihayat usSalma.</p>

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<https://doi.org/10.3390/app13010623>Zhan, J., Lu, J., & Wang, D. (2022). Review of shell waste reutilization to promote sustainable shellfish aquaculture. Reviews in Aquaculture, 14(1), 477–488. <https://doi.org/10.1111/raq.12610>Santoso, P. T., & Si, M. (2020). Understanding Social Capital.

Appendix 1. Recapitulation of the Draft Cost Budget

No.	Cost Component	Description	Use	Amount of Fees
1.	Equipment and processing of shell waste	Shell waste as the main product with other additives such as organic solutions, chemical solutions, as well as nutritional supplements for livestock feed	These materials are used for the treatment of shell waste such as livestock	IDR 160,000

		Unlike the previous one, shell waste with additional materials such as the dance lementembak as well as string yarn	It is used to make shell waste treatment products into unique household appliances such as curtains, figora, and so on	IDR 40,000
		Cost of shellfish shredding machine correction	Used to produce and polish shells so that they become produced products.	IDR 2,500,000
	2. ATK (Paper, pen, folder, ink printer)	Activity administration equipment	Used for documentation and administrative purposes during activities	IDR 100,000
	3. Photocopy and print documents (brochures, attendance lists, etc.)	20 sheets	For information dissemination and Document Activities	IDR 10,000
	4. Transportation of initial survey location	6 people x Rp. 20.000	Used for observation and initial approach to the location of the residents	IDR 120,000

5.	Print shellshell waste treatment module	30 books x Rp. 15.000	As a guide to empowerment activities that will be shared with participants	IDR 450,000
6.	Implementing transport	6 people x Rp. 20.000	For mobilization during the implementation of the activity	IDR 120,000
7.	Consumption of participants and resource persons	40 people x Rp. 10.000	To support the comfort of participants during the 3-day training	IDR 400,000
8.	Marketing and Market Place Creation Costs	3 Market Place	To support the economy of the citizens in order to benefit and get income	IDR 400,000
9.	Unexpected costs	Unplanned needs	To anticipate emergencies in the field	IDR 200,000
Sum				IDR 4,500,000
Appendix 2: Documentation in the form of photographs and minutes				



Documentation 1. Condition of Shell Waste



Documentation 2. Condition of Shell Waste



Documentation 3. Condition of Shell Waste



Documentation 4. Condition of Shellfish Waste Treatment Equipment



Documentation 5. Shelling Routine

**Appendix 2. Field Record
(Minutes)Informant Field Record-
1Day/Date : Wednesday, March 5, 2025**

Place : Kampung Nelayan-Pesisir Pantai Kenjeran
Informant Name : Mrs. Sulistiani
Age : 35 years old
Gender : Female
Address : Jalan Bulak Cumpat Utara Gang TPI No. 6 Surabaya
Occupation : Housewife and Shellfish Peeler
Marital Status : Married
Note! Shellfish waste on the coast is an unresolved problem. This is due to the lack of a special garbage dump for shellfish waste that is scattered around the beach. Initially, this shellfish waste existed because of the livelihood of residents who sold shellfish. They peeled the shells and then dumped them on the beach. Mrs. Informant-1 said "this shellfish waste is indeed originally from the community here. Her main job is at sea. So like the mothers next to me (while pointing to the shellfish peeler) peel the shells, later when it's done, the skin will be thrown on the beach." This is left uncleaned or taken to a landfill until it is carried away by the sea current, where the shells on the edge are carried by the currents/waves into the middle of the sea. So that the surrounding environment/houses around the coast become smelly. As Informant-1's mother said, "Yes, what else can I do, there is a lack of garbage dumps for shellfish waste. They are the village heads/sub-districts who are thrown into the sea, but there is no place to dispose of them. So it was left until it disappeared by itself in the middle of the sea. Sometimes it also interferes with this waste of shellfish, when our residents peel it but the meat is still there and then it is thrown away if it is left to rot". This is a concern for residents, waste that is wet and left will disturb the smell. Actually, there have been innovations in this village from related students, such as ITS, UNAIR, and so on that help process this shellfish waste so that it is useful. However, currently the program is no longer running. As said by the mother of Informant-1, "In the past, there was a ITS child, if I'm not mistaken, help here also make concrete shellfish waste. Then there are also those that are used as animal feed, but now they don't work anymore. That's the tool that makes grinding this shellfish waste. I don't know the reason for the discontinuation of this program because it has been going on for several years. So yes, the shellfish waste around is left to disappear on its own. "If anyone wants to take it, please take it for free."

Informant Field Notes-2 Days/Date : Wednesday, March 5, 2025
Place : Fishing Village - Kenjeran Beach Coast
Name of Informant : Mrs. Misnawati
Age : 40 Years
Gender: Female
Address : Jalan Bulak Cumpat Utara Gang TPI No. 1 Surabaya
Occupation : Housewife and Shellfish Peeler
Marital Status : Married
Note! Still with the same problem, shellfish waste around the coastal area of Kenjeran has not been resolved. Where this is an anxiety for many residents around due to the lack of disposal sites so they turn to the beach to dispose of the waste with the capital "will disappear themselves carried away by the sea current". As said by the 2nd Informant's mother, "Indeed, this waste is from the shellfish peeler. We are also confused about where to throw it? There is no water in the sea, but there is a lack of garbage disposal. So we let it be exposed to its own currents later on. Sometimes this is also a problem, the waste smells like shellfish, yes it's a bit annoying to the residents too, but how? Our main job is like this, if we don't get money. On the other hand, there is also no dumping ground". Waste that is left undisposed of or remanaged will become a smell, especially shellfish waste that is still wet, an unpleasant smell will be smelled by local residents. In addition to being taken for crafts, this shellfish waste is actually managed by someone else. Those who manage it are the gentlemen who live there. However, there is no certainty as to why this program is not continued. As the 2nd Informant said, "There are a lot, this waste is sometimes used as a handicraft but all types of shellfish waste are used. Like this green shellfish (while pointing to one type of shell) is big/big so you can take it in the bar. Most craftsmen take small ones and make them in paste. There used to be a time when there was a food pantry here. The people who process it usually do it at the RW hall there. It's just that now it's not going on anymore, or why did it stop"

Informant Field Notes-3 Days/Date : Thursday, March 20, 2025
Venue : Fishermen Village - Kenjeran Beach Coast

Informant Name : Mr. Kholis**Age : 50 Years Old****Gender : Male****Address : Jalan Bulak Cumpat Utara Surabaya****Occupation : Head of RT and Fisherman****Marital Status : Married****Note!** Shellfish waste which every year is always a major issue for local residents, until now there has been no definite action to solve this. Where waste is increasingly piling up without routine management, exacerbated by the absence of a final waste disposal site, so that the shellfish peelers (mothers) throw it around the sea. As said by Mr. Kholis "yes it's true, sir, the shellfish waste around this beach is a little disturbing to the residents, but what can I do? Their main job is also to peel shells for the cost of living for daily needs. We are always reprimanded that we should not throw shellfish garbage around there. Then, where else should you throw it? The garbage that is decaying is increasingly disturbing the houses around the residents. We have also submitted proposals and reports to the local government for this Cangkangkerang waste solution, but it was not adopted, there was no answer from them. If they are fishermen are dismissed, it is not my right, they work to make a living. So all this time, we let the shellfish waste be carried away by the seawater currents". All the efforts of the residents here are made for a solution to shellfish waste, but from the local government itself there has been no hand. They also formed a community containing men to process shellfish waste into animal feed. It is only known that shellfish is high in calcium so that it is a good feed mixture for livestock. In addition, it is also commonly used as home decoration such as mirrors, curtains, and others. As our informant said, "after the riot, we processed the shellfish waste every Friday only, because the fishermen are off on Friday. So, we manage the shellfish waste to be used as animal feed. With grinding machine tools sent by ITS students. From this management, thank God, there is little income for residents. Because usually we manage waste until it becomes animal feed, it gets tens of sacks. If it is managed as a craft, sometimes it doesn't sell, that's why we manage it a lot in animal feed. But at this time, it is no longer managed. Apart from the fact that the

Busy fishermen and machine tools can no longer run (damaged). So that when we return to the original setting, the waste becomes a pile of garbage". Informant Field Notes-4 Days/Date : Thursday, March 20, 2025Place : Fishing Village-Kenjeran Beach Coast Informant Name : Mr. Hasan Age : 50 Years Old : Gender : Male Address : Jalan Bulak Cumpat Utara SurabayaOccupation : Fisherman Marital Status : Married Note! Still with the endless issue of shellfish waste, here are the responses from fishermen. "It's true, brother, this shellfish waste is a big problem for us. Every day, we fishermen and shellfish peelers try to make a living, but this shellfish waste is inevitable. Where else do you want to throw it? We have tried not to litter, but the problem is, there is no clear garbage dump. We don't know how, and if we are dismissed from this job, how will we eat? We can only hope for a solution from the government, but so far there has been no real action. We have submitted a proposal, but the result is still the same, there is no answer. We know that this waste is annoying, especially when it has accumulated and smells. But what can we do? We still make a living from this work, and if it is forbidden, we don't know where to go. We have tried to follow the steps proposed by the community, such as processing shellfish waste for animal feed. It can indeed help a little, although in the end the machine tools we use are damaged, so we can no longer process them. But yes, even though there is no longer any processing, we still hope that there will be attention from the government or parties who can help overcome this problem. We just want to work calmly and not leave the environmental problems worse." Informant Field Record-5 Days/Date : Tuesday, April 22, 2025Place : Fishing Village - Kenjeran Beach Coast Informant Name : Iwan

Age : 23 Years Old**Gender : Male****Address : Jalan Bulak Cumpat Utara Surabaya****Occupation : Student (Chairman of Karang Taruna)****Marital Status : Unmarried****Note!** Iwan as the Chairman of Karang Taruna also responded, "It's true, shellfish waste around the beach is a big problem for us. Every year waste accumulates and there is no clear solution from the government. We have also tried to coordinate and submit proposals, but so far there has been no serious response. We know that the main job of these shell-peeling mothers is to meet their living needs. However, without a proper landfill, they are forced to dump waste around the beach. We, as concerned citizens, do not stay silent. As Mr. Kholis said, we have also tried various ways to overcome this problem, one of which is by processing shellfish waste into animal feed. We carry out this processing process every Friday, when the fishermen are on holiday, and with the help of a grinding machine provided by ITS students. The results are quite helpful, because from the processing we can get dozens of sacks of animal feed. This helps the economy a little bit. However, due to limited resources and damaged equipment, also many cadets do not know how to process waste, this processing has now stopped. The grinding machine we have can no longer be used. In addition, fishermen who are also involved in this process, are now busy with other work. So, all members of the youth organization have not accompanied for this waste treatment training. So now, we are again faced with a pile of shellfish waste that has not been managed. We really hope that if there are parties who want to cooperate, such as the brothers from Unesa, we are very open and welcoming. Any help and cooperation is crucial to solving this problem, whether it is in waste treatment or finding a more permanent solution. We really want this problem to be solved immediately for the sake of mutual improvement."

Appendix 3. Group CV

1. Saadha (23040564326)



DAFTAR RIWAYAT HIDUP

1. Nama : Saadha
2. NIM : 23040564326
3. Tempat dan Tanggal Lahir : Surabaya, 14 Mei 2004
4. Jenis Kelamin : Perempuan
5. Fakultas : Fakultas Ilmu Sosial dan Ilmu Politik
6. Program Studi : Sosiologi
7. Semester : 4
8. SKS Telah Ditempuh : 89 sks
9. Alamat asal : Jalan Kedinding Tengah Vc/2, RT.06/RW.02, Kecamatan Kenjeran, Kelurahan Tanah Kali Kedinding Kota Surabaya, Kode Pos 60129
- Telepon : 0813-3388-4029
10. Email : saadha.23326@fhs.unesa.ac.id
11. Pengalaman

1. Pendidikan Formal (Mulai SMA atau Sederajat)

No.	Jenjang Pendidikan	Nama Sekolah	Kota	Tahun
1.	Sekolah Menengah Atas (SMA)	SMA Negeri 19 Surabaya	Surabaya	2020-2023

12. Pengalaman Organisasi

1. Palang Merah Remaja (2020-2022)
 - Staff Divisi Persahabatan (2020-2021)
 - Wakil Ketua Badan Pengurus Harian (2021-2022)
2. Komunitas Youth In Space (2025)
 - Staff Divisi Project Management (2025)

Daftar Riwayat Hidup ini saya buat sebenar-benarnya.

Surabaya, 09 Mei 2025

Saadha
NIM. 23040564326

2. Anna Khoirun Nisa' (23040564351)



DAFTAR RIWAYAT HIDUP

1. Nama : Anna Khoirun Nisa'
2. NIM : 23040564351
3. Tempat dan Tanggal Lahir : Lumajang, 08 Juli 2004
4. Jenis Kelamin : Perempuan
5. Fakultas : Fakultas Ilmu Sosial dan Ilmu Politik
6. Program Studi : Sosiologi
7. Semester : 4
8. SKS Telah Ditempuh : 88 sks
9. Alamat asal : Jalan Jend Sutoyo gg PUK no 8, RT.06/RW.01,
Kecamatan Lumajang, Kelurahan Jogoyudan,
Kabupaten Lumajang, Kode Pos 67351
- Telepon : 0896-7573-6814
10. Email : anna.23351@mh.unesa.ac.id

11. Pengalaman

1. Pendidikan Formal (Mulai SMA atau Sederajat)

No.	Jenjang Pendidikan	Nama Sekolah	Kota	Tahun
1.	Sekolah Menengah Atas (SMA)	SMA Negeri 3 Lumajang	Lumajang	2020-2023

Daftar Riwayat Hidup ini saya buat sebenar-benarnya

Surabaya, 09 Mei 2025

Anna
NIM. 23040564351

3. Achmad Rizal Affandi (23040564352)



DAFTAR RIWAYAT HIDUP

1. Nama : Achmad Rizal Affandi
2. NIM : 23040564352
3. Tanggal dan Tempat Lahir : Surabaya, 21 Juli 2003
4. Jenis Kelamin : Laki-laki
5. Fakultas : Fakultas Ilmu Sosial dan Ilmu Politik
6. Program Studi : Sosiologi
7. Semester : 4
8. SKS Telah Diterima : 88 sks
9. Alamat asal : Blok Bulum Barua/25, RT. 001/RW. 005, Km. Woodanama, Kel. Sosomaji, Kota Surabaya, Jawa Timur, Kode Pos 60154
10. Telepon : 085881124998
11. Email : achmad.23157@stis.umsu.ac.id

11. Pengalaman

1. Pendidikan Formal (Mulai SMA atau Sederajat)

No.	Jenjang Pendidikan	Nama Sekolah	Kota	Tahun
1.	Madrasah Aliyah (MA)	Poncolu Pecalman Salafiyah An-nur	Surabaya	2018-2021

Daftar Riwayat Hidup ini saya buat dengan sebenarnya

Surabaya, 09 Mei 2025

Achmad Rizal Affandi
NIM. 23040564352

4. Laily Ula Radhwa (23040564354)

DAFTAR RIWAYAT HIDUP

1. Nama : LAILY ULA RADHWA
2. NIM : 23040564354
3. Tempat dan Tanggal Lahir : Bojonegoro, 28 Maret 2005
4. Jenis Kelamin : Perempuan
5. Fakultas : Fakultas Ilmu Sosial dan Ilmu Politik
6. Program Studi : Sosiologi
7. Semester : 4
8. SKS Telah Ditempuh : 88 sks
9. Alamat asal : Jalan Kyai Hasyim, Dusun Jala'an, RT. 10/RW.03, Kecamatan Padangan, Kabupaten Bojonegoro, Jawa Timur, Kode Pos 62162
- Telepon : 0812-3092-9757



10. Email : laily.23354@mda.unesa.ac.id

11. Pengalaman

1. Pendidikan Formal (Mulai SMA atau Sederajat)

No.	Jenjang Pendidikan	Nama Sekolah	Kota	Tahun
1.	Sekolah Menengah Atas (SMA)	SMA Negeri 1 Padangan	Bojonegoro	2020-2023

12. Pengalaman Organisasi

Daftar Riwayat Hidup ini saya buat dengan sebesar-benarnya

Surabaya, 09 Mei 2025

Laily Ula Radhwa
NIM. 23040564354

5. Nihayatus Salma (23040564358)



DAFTAR RIWAYAT HIDUP

1. Nama : Nihayatus Salma
2. NIM : 23040564358
3. Tempat dan Tanggal Lahir : Lamongan, 16 September 2005
4. Jenis Kelamin : Perempuan
5. Fakultas : Fakultas Ilmu Sosial dan Ilmu Politik
6. Program Studi : Sosiologi
7. Semester : 4
8. SKS Telah Diikuti : 89 sks
9. Alamat asal : Dusun Kudu, RT 03/RW 02, Desa Weduni,
Kecamatan Deket, Kabupaten Lamongan, kode pos 62291
- Telepon : 0857-3148-6438
10. Email : nihayatus.23358@ihs.unesa.ac.id
11. Pengalaman

I. Pendidikan Formal (Mulai SMA atau Sederajat)

No.	Jenjang Pendidikan	Nama Sekolah	Kota	Tahun
1.	Sekolah Menengah Atas (SMA)	MAN 1 Lamongan	Lamongan	2020-2023

12. Pengalaman Organisasi

1. Madrasah Aliyah Negeri Pecinta Alam (2020-2023)
 - Staff Divisi Prusik (2021-2022)
2. Persatuan Mahasiswa Lamongan Unesa (2024-2025)
 - Staff Divisi Keamanan dan Sosial (2024-2025)

Daftar Riwayat Hidup ini saya buat sebenar-benarnya

Lamongan, 09 Mei 2025

Nihayatus Salma
NIM. 23040564358

6. Romadloni Sakinah (23040564359)



DAFTAR RIWAYAT HIDUP

1. Nama : Romadloni Sakinah
2. NIM : 23040564359
3. Tempat dan Tanggal Lahir : Tuban, 11 Oktober 2005
4. Jenis Kelamin : Perempuan
5. Fakultas : Fakultas Ilmu Sosial dan Ilmu Politik
6. Program Studi : Sosiologi
7. Semester : 4
8. SKS Telah Ditempuh : 88 sks
9. Alamat asal : Dsn. Singget, RT 02/ RW 03, Ds. Pucangan, Kec. Palang, Kabupaten Tuban, Kode Pos. 62381
10. Telepon : 0895-3963-44382
11. Email : romadloni.23359@mahasiswa.unesa.ac.id
12. Pengalaman

1. Pendidikan Formal (Mulai SMA atau Sederajat)

No.	Jenjang Pendidikan	Nama Sekolah	Kabupaten	Tahun
1.	Sekolah Menengah Kejuruan (SMK)	SMK Technopreneurship Muslimah Tuban	Tuban	2020-2023

13. Pengalaman Organisasi

1. Organisasi Daerah Format-R Unesa (2024-2025)
 - Staff Divisi Pendidikan dan Penalaran (2024-2025)

Daftar Riwayat Hidup ini saya buat sebenar-benarnya

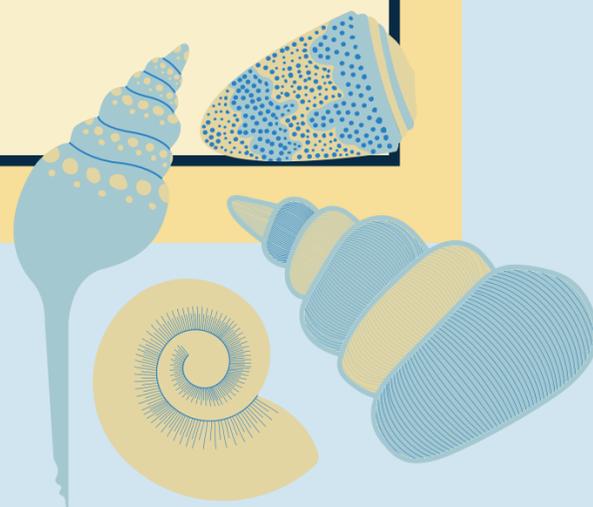
Surabaya, 09 Mei 2025

Romadloni Sakinah
NIM. 23040564359



Sample of Student Assignment

MODAL SOSIAL PENGRAJIN LIMBAH CANGKANG KERANG DI PESISIR KENJERAN



**NAMA ANGGOTA
KELOMPOK 2
(2023I)**

SAADHA-23040564326

ANNA KHOIRUN NISA'-23040564351

ACHMAD RIZAL-23040564352

LAILY ULA-23040564354

NIHAYATUS SALMA-23040564358

ROMADLONI SAKINAH-23040564359

URGENSI

Penumpukan limbah cangkang kerang setiap tahun selalu menjadi isu utama

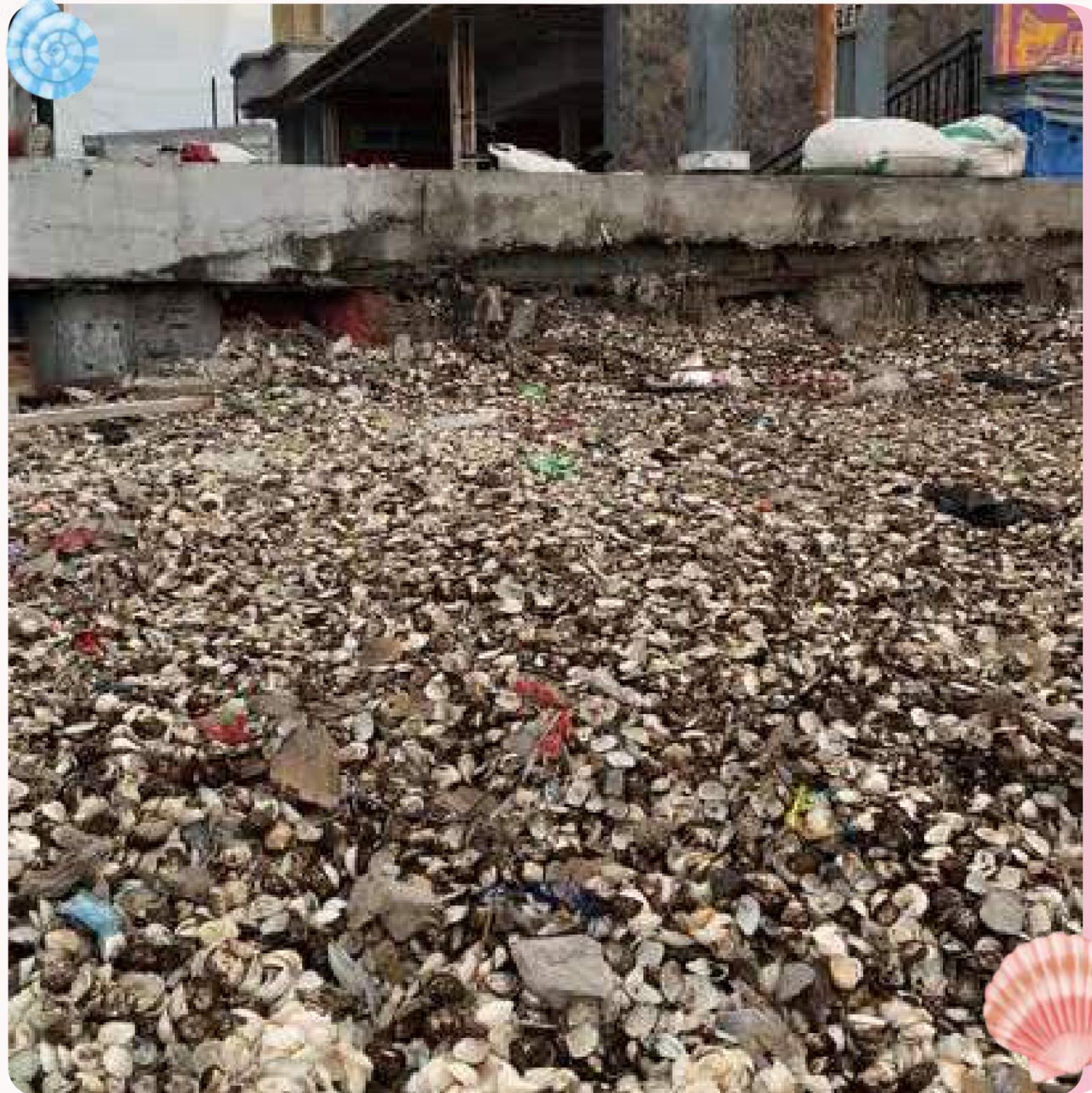
01

Tidak adanya tempat pembuangan limbah juga fasilitas pengelolaan yang memadai

02

Rendahnya partisipasi masyarakat Juga Program pengolahan limbah kerang yang sebelumnya tidak berlanjut

03



ANALISIS SMART

SPECIFIC

fokus pada penguatan pokja warga pesisir dalam pengolahan limbah cangkang kerang

01

MEASURABLE

1. Jumlah kelompok kerja yang berpartisipasi
2. Target 50% pengurangan limbah dalam 1 tahun
3. 30% peningkatan pendapatan masyarakat

02

ACHIEVABLE

1. Pemberdayaan (meliputi pembuatan modul, sosialisasi, dan pelatihan)
2. Kolaborasi atau dukungan dengan stakeholder Dinas Lingkungan Hidup, juga peternak, dan pengrajin lainnya

03

RELEVANT

selaras dengan kebutuhan lingkungan dan ekonomi masyarakat pesisir Kenjeran

04

TIMED

1-2 tahun untuk penguatan kelembagaan juga pemasaran

05

INOVASI SOSIAL

Pembentukan kembali kelompok kerja yang terhenti juga Penguatan pada kelompok kerja dengan pembuatan modul, sosialisasi, dan pelatihan

01

Pemanfaatan limbah kerang menjadi produk bernilai ekonomi seperti pakan ternak, kerajinan, dll

02

Pemasaran digital Dan branding lokal. Melalui market place, media sosial juga expo produk lokal

03

Kolaborasi Multi-Stakeholder Seperti Peternak/pengrajin mable DLH & Pemerintah Daerah, Investor/CSR Perusahaan

04

ANALISIS SWOT

STRENGTHS

Bahan baku gratis, warga sudah punya pengetahuan, dampak lingkungan positif, ekonomi lokal meningkat.

WEAKNESSES

Mesin rusak, pemasaran terbatas.

OPPORTUNITIES

Pasar produk ramah lingkungan, kolaborasi pemerintah/LSM, CSR swasta.

THREATS

Persaingan dengan produk sintetis, tekanan dari industri besar.

KEBERLANJUTAN BISNIS



STRATEGI KEBERLANJUTAN

1. Model bisnis berbasis masyarakat lokal dengan Penguatan kelembagaan melalui pembentukan UMKM/koperasi warga.
2. Model bisnis ekonomi, dimana limbah cangkang kerang diubah menjadi produk yang bernilai jual

01

LEGALITAS & KELEMBAGAAN

Mendorong legalisasi usaha komunitas sebagai UMKM resmi.

Menjalin kemitraan dengan pemerintah daerah (DLH), akademisi, dan CSR perusahaan untuk mendukung operasional jangka panjang.

02

DUKUNGAN STAKEHOLDER

1. Melibatkan peternak lokal sebagai mitra pasar (pakan ternak).
2. Melibatkan pengrajin mable sebagai mitra pasar (kerajinan)

03

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Nilai Sub-CPMK / Bobot															
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					5%	5%	5%	5%	5%	5%	5%	10%	5%	5%	5%	5%	5%	5%	5%	5%
1	23040564361	Audyta Alifiya Rachman	2023	100	82	82	83	82	81	82	82	92	82	81	83	83	84	82	82	84
2	23040564362	Radha Amarillah	2023	100	82	82	83	82	81	82	82	92	82	81	83	83	84	82	82	82
3	23040564363	Gracia Mustika Tri Jelita	2023	100	82	83	82	83	83	83	83	94	82	83	83	82	81	82	82	84
4	23040564364	Nova Ahda Azkarina	2023	100	82	82	83	82	83	83	84	86	82	83	83	84	82	81	83	82
5	23040564365	Yulia Wiki Dinaffa	2023	100	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89
6	23040564366	Theresa Lintang Wardhani	2023	100	82	82	83	82	83	83	84	89	82	83	83	84	82	81	83	83
7	23040564367	M. Rizal Syihabudin	2023	100	82	82	82	82	83	82	81	74	82	82	83	82	83	83	82	82
8	23040564369	Devi Anastasya	2023	100	82	82	82	82	83	82	81	95	82	82	83	82	83	83	82	82
9	23040564370	Pulung Budi Prasetyo	2023	100	82	81	80	83	82	83	83	78	82	83	83	84	82	82	82	82
10	23040564371	Elmadi Rafael Santoso	2023	100	88	86	88	89	86	88	86	66	87	88	85	86	88	84	86	82
11	23040564372	Mefia Puspita Sari	2023	100	87	88	89	86	88	89	88	71	87	88	89	89	87	86	88	81
12	23040564373	Septia Ekky Paluppi	2023	100	82	82	82	82	83	82	81	95	82	82	83	82	83	83	82	82
13	23040564374	Laili Noer Istiqhfaroh	2023	100	82	81	80	83	82	83	83	78	82	83	83	84	82	82	82	82
14	23040564375	Nuriyatus Sa Idah	2023	100	88	86	88	89	86	88	86	66	87	88	85	86	88	84	86	82
15	23040564376	Dea Rahma Anisya	2023	100	87	88	89	86	88	89	88	71	87	88	89	89	87	86	88	81
16	23040564377	Febriansyah Pangestu Hidayat	2023	100	82	81	80	83	82	83	83	78	82	83	83	84	82	82	82	82
17	23040564378	Aisya Aqilah	2023	100	88	86	88	89	86	88	86	70	87	88	85	86	88	84	86	82
18	23040564379	Laili Widiyanti	2023	100	87	88	89	86	88	89	88	71	87	88	89	89	87	86	88	81
19	23040564380	Abimanyu Aji Damar Rifaldi	2023	100	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89
20	23040564381	Resti Pratiwi	2023	100	82	82	83	82	83	83	84	74	80	83	80	83	82	83	82	83
21	23040564382	Mohammad Fauzan Azami	2023	100	83	83	84	83	83	81	80	83	80	82	82	80	82	83	80	82
22	23040564383	Wahyu Hirawati	2023	100	80	82	83	82	83	82	83	78	83	82	81	83	83	82	81	82
23	23040564384	Rangga Marcellino Trisna Saputra	2023	100	82	83	82	82	82	82	82	92	83	82	82	82	83	83	82	85
24	23040564385	Tiara Ayu Ningtias	2023	100	82	83	82	82	82	82	82	92	83	82	82	82	83	83	82	85
25	23040564386	Wilda Suwaiya	2023	100	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89
26	23040564387	Razanah Aulia Arzhila	2023	100	82	82	83	82	83	83	84	74	80	83	80	83	82	83	82	83
27	23040564388	Salsabila Nur Imandana	2023	100	83	83	84	83	83	81	80	83	80	82	82	80	82	83	80	82
28	23040564389	Rizky Ridhotulloh Marga Mukti	2023	100	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89
29	23040564390	Eva Sandari Dyah Sulistyawati	2023	100	80	82	83	82	83	82	83	78	83	82	81	83	83	82	81	82
30	23040564391	Gita Firnanda	2023	100	82	83	82	82	82	82	82	92	83	82	82	82	83	83	82	85
31	23040564392	Fazrul Falah As-Shidqi	2023	100	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89
32	23040564393	Lucky Alfarizky Suharto	2023	100	85	86	87	88	87	86	86	85	87	88	86	88	87	88	84	85

33	23040564394	Nanda Maulana Saputra	2023	100	82	82	83	82	83	83	84	74	80	83	80	83	82	83	82	83
34	23040564396	Afrinna Nurhayatul Khoir	2023	100	83	83	84	83	83	81	80	83	80	82	82	80	82	83	80	82
35	23040564397	Maheswari Jelita Adristi	2023	100	80	82	83	82	83	82	83	78	83	82	81	83	83	82	81	82
36	23040564398	Yohana Kharafi Panggabean	2023	100	82	83	82	82	82	82	82	92	83	82	82	82	83	83	82	85
37	23040564399	Istiqomah Puspapertiwi	2023	100	80	83	80	83	83	83	83	88	84	83	83	84	83	83	83	83
38	23040564400	Aprilia Nur Aini	2023	100	83	83	83	84	82	83	83	81	82	82	83	82	83	82	82	83
39	23040564401	Made Naudy Axelananda	2023	100	82	83	82	82	82	82	82	92	83	82	82	82	83	83	82	85
40	23040564402	Talitha Rahma Argyanti	2023	100	80	83	80	83	83	83	83	88	84	83	83	84	83	83	83	83
41	23040564403	Kautzar Rahmat Ramadhan	2023	100	83	83	83	84	82	83	83	81	82	82	83	82	83	82	82	83
42	23040564404	Alya Syifa' Washilatul Ummah	2023	100	82	83	82	82	82	82	82	92	83	82	82	82	83	83	82	85
43	23040564405	Habib Ainul Yaqin	2023	100	80	83	80	83	83	83	83	88	84	83	83	84	83	83	83	83
44	23040564406	Ilona Aurellia	2023	100	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89
45	23040564407	Elwia Usthavia Najwa W	2023	81.25	87	86	87	88	87	86	86	89	87	88	87	88	87	88	89	89

Nilai Akhir	Nilai Huruf
83.55	A-
83.15	A-
83.9	A-
82.85	A-
87.75	A
83.35	A-
81.35	A-
83.45	A-
81.8	A-
83.75	A-
84.75	A-
83.45	A-
81.8	A-
83.75	A-
84.75	A-
81.8	A-
84.15	A-
84.75	A-
87.75	A
81.6	A-
82	A-
81.7	A-
83.8	A-
83.8	A-
87.75	A
81.6	A-
82	A-
87.75	A
81.7	A-
83.8	A-
87.75	A
86.15	A

81.6	A-
82	A-
81.7	A-
83.8	A-
83.3	A-
82.55	A-
83.8	A-
83.3	A-
82.55	A-
83.8	A-
83.3	A-
87.75	A
87.75	A

PORTOFOLIO FOR
“MODERN SOCIOLOGICAL THEORIES”
ACADEMIC YEAR 2024 / 2025

MODULE COORDINATOR:
Dr. Sugeng Harianto, M.Si

TEAMS :

Ahmad Ridwan, M.Sosio.

Dr. Refti Handini Listyani, S.Sos., M.Si.

Kholida Ulfi Mubaroka, S.Sos., M.Sosio.

Putri Dwi Permata Indah, S.Sos., M.Sosio

Pambudi Handoyo, S.Sos., M.A.

Content

- A. Learning Activities Plan
 - 1. Course Identity
 - 2. Course Topic
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 - 4. Course Assesment
 - a. Assesment Rubrics
 - b. Universitas Negeri Surabaya's Assesment System
- B. Course Evaluatiaon and Development
 - 1. Calculation of Student Workload
 - 2. Assesment of PLO and CLO

APPENDICES

Appendix 1

Student's Assignment Rubric

Appendix 2

- 1. Course Activities Records
 - a. Sample of Student's Attendance
 - b. Course Log Book
 - c. Sample of Test
 - d. Sample of Student's Answer to Mid-Term and Final Test
 - e. Sample of Students Assigment
- 2. Students Assesment Data set in 2024/2025 Academic Year

A. Learning Activities Plan

1. Course Identity

Module Name : Modern Sociological Theories

Module Level : Undergraduate Programme

Course Code : 6920103287

Semester/term : 3 / Odd

Module Coordinator : Dr. Sugeng Harianto, M.Si.

Lectures :

Ahmad Ridwan, M.Sosio.

Dr. Refti Handini Listyani, S.Sos., M.Si.

Kholida Ulfi Mubaroka, S.Sos., M.Sosio.

Putri Dwi Permata Indah, S.Sos., M.Sosio

Pambudi Handoyo, S.Sos., M.A.

Language : English/Indonesia

Classification within the teaching : Core Mandatory

Teaching : Each week consists of 3 x 50 minutes of lectures (50 minutes/hour)

Format/class per week during semester workload : 3x50 minutes of lectures

Course credits : 3

Requirements Learning General Competence goals/competence :

This course focuses on two things: First, it develops students' schemas about the development of structural functionalism theory developed by Talcott Parsons, Robert K. Merton, and Jeffrey Alexander. Then, it discusses conflict theories proposed by Ralf Dahrendorf, Lewis A. Coser, Randall Collins, and Wright Mills. It also discusses social exchange theories proposed by George C. Homans and Peter Blau, modern feminist theories, phenomenological theories by Edmund Husserl and Alfred Schutz, Peter L. Berger, Coleman's rational choice theory, Harold Garfinkel's ethnomethodology, Erving Goffman's dramaturgy, and structuration theories developed by Anthony Giddens. Second, it provides students with learning experiences to theoretically examine social problems that develop in society using modern sociological theories. The studies are presented in the form of papers, and students present them using PowerPoint.

Contents : modern sociological theories from Parson until Giddens

Attribute of soft skill : Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/ in writing related to solving problem.

Study/Exam Achiev : Student are considered competent and pass if they receive the final grade at least C

Final grades is calculated according to formula= (0.15 x participation) + (0,50 x product) + (0,15 x performance) + (0,20 x exam paper)) Conversion of the 0-100 scale to 0-4 scale and the letters are arranged as follows:

NA Interval (out of 100)	Grade Point	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

Form of media : power point slides

References : Books

1. Turner, Bryan S.. 2012. Teori Sosial dari Klasik sampai Postmodern . Terjemahan. Yogyakarta: Pustaka Pelajar.
 2. Ritzer, George dan Barry Smart. 2011. Handbook Teori Sosial. Terjemahan. Bandung: Penerbit Nusa Media.
 3. Ritzer, George and Douglas J. Goodman. 2003. Modern Sociological Theory . Sixth Edition. New Jersey: McGraw-Hill.
 4. Delaney, Tim. 2005. Contemporary Social Theory. Investigation and Application . New York: Pearsons Prentice Hall.
 5. Johnson, Doyle Paul. 1994. Teori Sosiologi Klasik dan Modern. Jilid II . Terjemahan. Jakarta: Gramedia Pustaka Utama.
 6. Poloma, Margaret. 2010. Sosiologi Kotemporer. Terjemahan. Jakarta: Rajawali Press.
2. Course Topic
This topic is analyze about social fenomena with using modern sociological theories
 3. Lesson Plan
the RPS in English



**Universitas Negeri Surabaya
Faculty of Social and Political Sciences,
Undergraduate Program in Sociology**

Document
Code

SEMESTER LEARNING PLAN

Course	CODE	Course Group	Credit Weight			SEMESTER	Date of Compilation										
Modern Sociological Theories	6920103287	Compulsory Courses of Study Program	T-3	P-0	ECTS-4.77	3	January 5, 2022										
AUTHORIZATION	SP Developer	Course Group Coordinator			Study Program Coordinator												
	Dr. Sugeng Harianto, M.Si.			AGUS MACHFUD FAUZI												
Learning model	Case Study																
Program Learning Outcomes (PLO)	PLO Study program that is charged to the course																
PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties.																
PLO-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character																
PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field.																
	Program Objectives (PO)																
PO-1	Students are expected to be able to understand, analyze, and evaluate various modern sociological theories and apply them to understand contemporary social phenomena.																
	PLO-PO Matrix																
	PO	PLO-1	PLO-2	PLO-3													
	PO-1	✓	✓														
	PO Matrix for Final Abilities of Each Learning Stage (Sub-PO)																
	PO	Week To															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Brief Description of Course	This course focuses on two things: First, to form students' schemata about the growth of structural functionalism theory developed by Talcott Parsons, Robert K. Merton, and Jeffrey Alexander, then to discuss conflict theories proposed by Ralf Dahrendorf, Lewis A. Coser, Randall Collins, Wright Mills. Also discussed are social exchange theories proposed by George C. Homans and Peter Blau, modern feminist theories, phenomenological theories proposed by Edmund Husserl and Alfred Schütz, Peter L. Berger, Coleman's rational choice theory, Harold Garfinkel's ethnomethodology, Erving Goffman's dramaturgy, and structuration theories developed by Anthony Giddens. Second, to provide students with learning experiences to theoretically examine social problems that develop in society using modern sociological theories. The study is presented in the form of a paper and students present it using PowerPoint. This course uses an expository and explanatory approach.																
Library	Main :																
	<ol style="list-style-type: none"> 1. Turner, Bryan S. 2012. Teori Sosial dan Klasik sampai Postmodern . Terjemahan. Yogyakarta: Pustaka Pelajar. 2. Ritzer, George dan Barry Smart. 2011. Handbook Teori Sosial. Terjemahan. Bandung: Penerbit Nusa Media. 3. Ritzer, George and Douglas J. Goodman. 2003. Modern Sociological Theory , Sixth Edition. New Jersey: McGraw-Hill. 4. Delaney, Tim. 2005. Contemporary Social Theory. Investigation and Application . New York: Pearson Prentice Hall. 5. Johnson, Doyle Paul. 1994. Teori Sosiologi Klasik dan Modern. Jilid II . Terjemahan. Jakarta: Gramedia Pustaka Utama. 6. Poloma, Margaret. 2010. Sosiologi Kontemporer. Terjemahan. Jakarta: Rajawali Press. 																
	Supporters:																
Supporting lecturer	SUGENG HARIANTO PAMBUDI HANDOYO REFTI HANDINI LISTYANI AHMAD RIDWAN KHOLODA ULFI MUBAROKA PUTRI DWI PERMATA INDAH Ahmad Ridwan, M.Sosio. Ahmad Ridwan, M.Sosio. Dr. Refti Handini Listyani, S.Sos., M.Si. Dr. Refti Handini Listyani, S.Sos., M.Si. Kholida Ulfi Mubaroka, S.Sos., M.Sosio Kholida Ulfi Mubaroka, S.Sos., M.Sosio. Dr. Sugeng Harianto, M.Si. Dr. Sugeng Harianto, M.Si. Putri Dwi Permata Indah, S.Sos., M.Sosio.																
	Putri Dwi Permata Indah, S.Sos., M.Sosio. Pambudi Handoyo, S.Sos., M.A. Pambudi Handoyo, S.Sos., M.A.																

Week 4	Final ability of each learning stage (Sub-PO)	Evaluation		Learning Assistance, Learning methods, Student Assignments, [Estimated Time]		Learning materials [Library]	Assessment Weight (%)
		Indicator	Criteria & Forms	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Analyzing Talcott Parsons' theories	<ol style="list-style-type: none"> 1. Explaining the biography of Talcott Parsons 2. Explaining Talcott Parsons' thinking method 3. Analyzing Talcott Parsons' theory of social action 4. Analyzing Talcott Parsons' structural functionalism theory 5. Analyzing Talcott Parsons' AGIL Theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach-Case Method Learning Model 4 x 50	<p>Subject: Structural Functionalism. References: <i>Ritzer, George and Douglas J. Goodman, 2003. Modern Sociological Theory. Sixth Edition. New Jersey: McGraw-Hill.</i></p>	5%
2	Analyzing Robert K. Merton's Functionalism Theories	<ol style="list-style-type: none"> 1. Explaining the biography of Robert K. Merton 2. Explaining Robert K. Merton's thinking method 3. Analyzing Robert K. Merton's mid-level functionalism theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach-Case Method Learning Model 4 x 50	<p>Material: Structural Functionalism Bibliography: <i>Ritzer, George and Barry Smart, 2011. Handbook of Social Theory. Translation, Basing: Nova Media Publisher.</i></p>	5%
3	Analyzing Jeffrey Alexander's neo-functional theory	<ol style="list-style-type: none"> 1. Explaining the biography of Jeffrey Alexander 2. Explaining Jeffrey Alexander's thinking method 3. Analyzing Jeffrey Alexander's neo-functional theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach-Case Method Learning Model	<p>Material: Alexander. Library: <i>Ritzer, George and Douglas J. Goodman, 2003. Modern Sociological Theory. Sixth Edition. New Jersey: McGraw-Hill.</i></p>	5%
4	Analyzing Ralf Dahrendorf's Conflict Theories	<ol style="list-style-type: none"> 1. Explaining Dahrendorf's biography 2. Explaining Ralf Dahrendorf's thinking method 3. Analyzing Ralf Dahrendorf's Structural Theory of Conflict 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach-Case Method Learning Model 4 x 50	<p>Material: Dahrendorf References: <i>Ritzer, George and Douglas J. Goodman, 2003. Modern Sociological Theory. Sixth Edition. New Jersey: McGraw-Hill.</i></p>	7%
5	Analyzing Lewis A. Coser's theory of conflict functionalism	<ol style="list-style-type: none"> 1. Explaining the biography of Lewis A. Coser 2. Explaining Lewis A. Coser's thinking method 3. Analyzing Lewis A. Coser's theory of conflict functionalism 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach-Case Method Learning Model 4 x 50	<p>Material: Coser. Library: <i>Ritzer, George and Barry Smart, 2011. Handbook of Social Theory. Translation, Basing: Nova Media Publisher.</i></p>	7%
6	Analyzing George C. Homans' social exchange theory	<ol style="list-style-type: none"> 1. Explaining the biography of George C. Homans 2. Explaining George C. Homans' thinking method 3. Analyzing George C. Homans' social exchange theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach-Case Method Learning Model	<p>Material: Homans Bibliography: <i>Delaney, Jim, 2002. Contemporary Social Theory. Investigation and Application. New York: Pearson's Prentice Hall.</i></p>	5%

7	Analyzing Peter Blau's social exchange theory	<ol style="list-style-type: none"> 1. Explaining the biography of Peter L. Blau 2. Explaining Peter L. Blau's thinking method 3. Analyzing Peter L. Blau's social exchange theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Peter Blau Bibliography: Turner, Bryan S., 2012. <i>Social Theory from Classical to Postmodern</i>. Translation, Yogyakarta: Pustaka Pelajar</p> <p>Material: Blau Library: Ritzer, George and Barry Smart, 2011. <i>Handbook of Social Theory</i>. Translation, Bandung: Nusa Media Publisher.</p>	5%
8	With the Mid-Semester Exam, you can measure CPMK 1 - CPMK 7	Explaining various theories and concepts from sociological figures that have been presented in class	<p>Criteria: Able to explain sociological theories and concepts from figures that have been presented in class and able to provide concrete examples.</p> <p>Assessment Form : Test</p>	Sub-Summative Exam 2 X 50	Sub-Summative Exam 2 x 50	<p>Material: UTS theory Reference: Ritzer, George and Douglas J. Goodwin, 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw-Hill.</p>	10%
9	Analyzing Herbert Blumer's Symbolic Interactionism Theory	<ol style="list-style-type: none"> 1. Explaining the biography of Herbert Blumer 2. Explaining Herbert Blumer's thinking method 3. Analyzing Herbert Blumer's Symbolic Interactionism Theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Blumer Bibliography: Ritzer, George and Douglas J. Goodwin, 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw Hill</p> <p>Material: Blumer Bibliography: Ritzer, George and Douglas J. Goodwin, 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw Hill.</p>	7%
10	Analyzing Herbert Mead's symbolic interactionism theory	<ol style="list-style-type: none"> 1. Describes the biography of Herbert Mead 2. Explaining Herbert Mead's thinking method 3. Analyzing Herbert Mead's Symbolic Interactionism Theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Mead Bibliography: Delaney, Tim, 2003. <i>Contemporary Social Theory: Investigation and Application</i>. New York: Pearson's Prentice Hall.</p> <p>Material: Herbert Mead Bibliography: Turner, Bryan S., 2012. <i>Social Theory from Classical to Postmodern</i>. Translation, Yogyakarta: Pustaka Pelajar.</p>	6%

11	Analyzing the Phenomenological Theory of Edmund Husserl and Alfred C. Schutz	<ol style="list-style-type: none"> 1. Explaining the biographies of Edmund Husserl and Alfred Schutz 2. Explaining the thinking methods of Edmund Husserl and Alfred Schutz 3. Analyzing the phenomenological theories of Edmund Husserl and Alfred Schutz 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form: Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Schutz Bibliography: Turner, Bryan S., 2012. <i>Social Theory from Classical to Postmodern</i>. Translation, Kesambatan: Pustaka Pelajar</p>	5%
12	Analyzing Peter L. Berger's social construction theory	<ol style="list-style-type: none"> 1. Explaining the biography of Peter L. Berger 2. Explaining Peter L. Berger's thinking method 3. Analyzing Peter L. Berger's social construction theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form: Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Peter Berger Bibliography: Delaney, Tho, 2005. <i>Contemporary Social Theory: Investigation and Application</i>. New York: Pearson's Prentice Hall.</p>	6%
13	Analyzing Erving Goffman's dramaturgical theory	<ol style="list-style-type: none"> 1. Explaining the biography of Erving Goffman 2. Explaining Erving Goffman's thinking method 3. Analyzing Erving Goffman's dramaturgical theory 	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form: Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Subject: Dramaturgy. Bibliography: Ritzer, George and Douglas J. Goodman, 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw-Hill.</p>	6%
14	Analyzing Harold Garfinkel's ethnomethodology theory	<ol style="list-style-type: none"> 1. Explaining Harold Garfinkel's biography 2. Explaining Harold Garfinkel's thinking method 3. Analyzing Harold Garfinkel's ethnomethodology theory 	<p>Criteria: Able to explain the theory of structuration according to Giddens. (score 5)</p> <p>Assessment Form: Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Garfinkel Bibliography: Ritzer, George and Barry Smart, 2011. <i>Handbook of Social Theory: Translation</i>. Bandung: Nusa Media Publisher.</p>	6%
15	Analyzing Anthony Giddens' structuration theory	<ol style="list-style-type: none"> 1. Explaining the biography of Anthony Giddens 2. Explaining Anthony Giddens' thinking method 3. Analyzing Anthony Giddens' structuration theory 	<p>Criteria: Able to explain the theory of structuration according to Giddens. (score 5)</p> <p>Assessment Form: Participatory Activity</p>	Constructivist Approach/Case Method Learning Model 4 X 50	Constructivist Approach/Case Method Learning Model 4 x 50	<p>Material: Giddens. Bibliography: Ritzer, George, and Douglas J. Goodman, 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw-Hill.</p>	5%
16	With the Final Semester Exam, you can measure CPKM 9 - CPMK 15	Knowledge 30%	<p>Criteria: Knowledge 30%</p> <p>Assessment Form: Test.</p>	Online Final Semester Examination 2 x 50	Final Semester Exam in Class 2 x 50	<p>Material: UAS theory Reference: Ritzer, George and Douglas J. Goodman, 2003. <i>Modern Sociological Theory</i>. Sixth Edition. New Jersey: McGraw-Hill.</p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	80%
2.	Test	20%
		100%

Notes

1. **Study Program Graduate Learning Outcomes (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
2. **The PLO assigned to a course** is a number of learning outcomes of study program graduates (CPL-Study Program) which are used to form/develop a course consisting of aspects of attitude, general skills, specific skills and knowledge.
3. **Program Objectives (PO)** are the abilities that are specifically described in the PLO that are assigned to the course, and are specific to the study material or learning material of the course.
4. **Sub-PO Course (Sub-PO)** is a capability that is specifically described from PO that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and results of student learning are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment criteria** are benchmarks used to measure or quantify learning achievement in assessments based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, Research, Community Service and/or other equivalent forms of learning.
9. **Learning methods:** Small Group Discussion, Role-Play or Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
11. **The assessment weight** is the percentage of the assessment for each sub-PO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-PO, and the total is 100%.
12. TM=Face to Face, PT=Structured Assignment, BM=Independent Learning.

This RPS has been validated on December 17, 2024

Coordinator of the Undergraduate
Program in Sociology



AGUS MACHFUD FAUZI
NIDN 0016087608

UPM Undergraduate Program in
Sociology



NIDN 0024097604



4. Course Assessment
 a. Assessment Rubrics

i. Attitudes

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$0 \leq SA < 55$

ii. Knowledge

No	Aspect	Max Score
1	Planing: Background (clear = 3, not to clear =2, unclear=1) Problem Statement (good=3, fair=2, not accurate=1)	3 3
2	Implementation: a. Collecting data (Accurate=3, fair=2, not accurate=1) b. Completing data (complete=3, fair=2, incomplete=1) c. Data Analysis (good=3, fair=2, poor=1) d. Summary (good=3, fair=2, poor=1)	3 3 3 3
3	Reporting the result: a. student report (good=3, fair=2, poor=1) b. language (good=3, fair=2, poor=1) c. appearance (attractive=3, fair=2, not attractive=1)	3 3 3

iii. Skills/psychomotor

Aspect	Scale			
	Poor (Score 21 - 40)	Fair (Score 41-60)	Good (Score 61-80)	Excellent (Score ≥ 81)
Communication skill	The presenter was anxious, uncomfortable, and did not make eye contact with the participants	The presenter was calm, the intonation was flat, but lacking of eye contact with the participants	The presenter was calm, used right intonation and always makes eye contact with the participants	The presenter was enthusiastic, right intonation and can foster enthusiasm for the participants
Mastery the material	Always read notes	Sometimes read the notes	Talk without read the notes	Talk without read the notes and make
Ability to answer the question	Unaccurate	Accurate but lack of argument	Accurate but incomplete argument	Accurate and
Power point visualization	Not attractive	Attrative but not systematic	Attractive and systematic	Very attractive and systematic

b. Universitas Negeri Surabaya's Assesment System

Assesment Components	Percentage Contribution
Participatory Activities	80 %
Test	20 %

B. Course Evaluatiaon and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact Hours	Independent Study
3	4,77	4.620 minutes	2.520 minutes

2. Assesment of PLO and CLO

Course : Modern Sociological Theories

SKS : 3 CU

Program Studi : Undergraduate Accounting Study Program

Academic : 2024/2025

Participant : 2023 A, B, C, D, E, F

APPENDICES 1

Appendix 1

Student's Assignment Rubric

Aspect	Score			
	Good (4)	Fair (3)	Not Good (2)	Bad (1)
The Presentation systematics	The Presentation material is presented coherently and systematic	The Presentation material is presented coherently and but less systematic	The presentation material is presented less coherently and inadequately systematic	The presentation material is presented incoherently and is not systematic
The Presentation of slides	The slides contain important points of the material with an attractive presentation	The slide contains important points of the material with a less attractive presentation	The slides contain a lot of narrative material and the presentation is less interesting	The slides contain incomplete narrative material and the presentation is not attractive
Literature review	The slides generally refer to relevant Concept/Theory Exploration and refer to other relevant reference sources	The slides generally refer to relevant Concept/Theory Exploration	The slides only partially refer to the relevant Concept/Theory Exploration	The slides do not refer to relevant Concept/Theory Exploration
Individual work ethic	Complete assignments on time and actively discuss with lecturers in the process of completing assignments	Complete assignments on time	Delay in completing assignments in short periods	Late in completing assignments for a long period without notification
Organization of responses	Responses answer all instructions	Responses answer most of the instructions	Responses answer some instructions	Responses have not answered all instructions

APPENDICES 2

1. Course Activities Records
 a. Sample of Student's Attendance



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
 DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
 Telepon : +6231-99424932
 Faksimila : +6231-99424932
 e-mail : bakpk@unesa.ac.id

PRESENSI KULIAH
 Periode 2024/2025 Gasal

Mata Kuliah : Teori-teori Sosiologi Modern
 Kelas : 2023C
 Prodi : S1 Sosiologi

Dosen : Ahmad Ridwan, M.Sosio,
 Dr. Sugeng Harianto, M.Si.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			05 Sep 24	12 Sep 24	19 Sep 24	26 Sep 24	03 Oct 24	10 Oct 24	17 Oct 24	24 Oct 24	31 Oct 24	07 Nov 24	14 Nov 24	21 Nov 24	28 Nov 24	05 Dec 24	12 Dec 24	19 Dec 24	
1.	23040564046	VIOLITA AISKA RAMADHANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
2.	23040564047	SHAFFA ADHISTYA HIYATMA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
3.	23040564048	DAVID RENZA ARIE SATRIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
4.	23040564049	RENDRA FEBRIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
5.	23040564051	MOCHAMAD RAIHAN RAMANDA PUTRA	H	H	H	H	H	H	H	H	A	H	I	H	H	H	H	93.8%	
6.	23040564052	DIHINDA RIZKITASHARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
7.	23040564053	MAURA CHAELANIA ALYA SHIRA	H	H	I	H	H	H	H	H	H	H	H	A	H	H	H	93.8%	
8.	23040564054	ADINDA DWI FITRIYANTI	H	H	H	H	H	H	H	H	H	I	H	H	H	H	H	100%	
9.	23040564055	NAZHIRA NURAHLINA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
10.	23040564056	NADHIFA LBSTIYANANDA PUTRI AZZAHRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
11.	23040564057	MOCHAMMAD TAMAMI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
12.	23040564058	RINDA AYU DISTYANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
13.	23040564059	IDA FAMILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
14.	23040564060	AHMAD HAMDAN ADITYA ROZI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
15.	23040564061	DELVINA AURELIA WANDARA	H	H	H	H	H	H	H	H	A	H	H	H	H	H	H	93.8%	
16.	23040564063	RISKY PRASETYO	H	H	H	H	H	H	H	H	H	H	H	H	I	H	H	100%	
17.	23040564064	TERHA ANGGER AURANESIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
18.	23040564065	DYAH AYU SEKAR ARIU SANTOSO	H	H	H	H	H	H	H	H	H	H	H	H	S	H	H	100%	
19.	23040564068	FISABILILLAH RAMADHAN FATHONY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
20.	23040564070	WAHYU DEWI ANUGRAH IWANTORO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
21.	23040564071	ANANDHITA AMALIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
22.	23040564072	GRISILDA DWI SALSA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
23.	23040564073	RACHEL MARIA RAHMAWATI	H	H	I	H	H	H	H	H	S	H	H	H	H	H	H	100%	
24.	23040564077	RAHDA ASTRI ANANDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
25.	23040564078	MAULIDYA REGINA POETRI HARTONO	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.8%	
26.	23040564079	BADRIATUN SITI MUTTAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
27.	23040564080	IRMAN LAJA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
28.	23040564081	ADELLYA WIDYA OKTAVIANA	H	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.8%	
29.	23040564082	ACHMAD MUCHTAR RABBANI	H	H	H	H	H	H	H	A	H	I	H	H	H	H	H	93.8%	
30.	23040564083	FADHILAH NISWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
31.	23040564084	NABILA FEBRIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
32.	23040564085	DWI MARCHA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
33.	23040564086	EKA MARISKA PUTRI IMRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
34.	23040564087	SABRINA ANGELICA	H	H	I	H	H	H	H	H	H	S	H	H	H	H	H	100%	
35.	23040564088	ADINDA CINDY NESYA PUTRI AULIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100%	
36.	23040564089	SELSYA AYU CHANAYA	H	H	H	H	H	H	H	H	H	H	H	H	S	H	H	100%	
37.	23040564090	EKA SATRIA DEWANANDA	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	0%	
Tanda Tangan Dosen / Asisten																			

b. Course Log Book

c. Sample of Test
MID-TEST



	UNIVERSITAS NEGERI SURABAYA	
	FAKULTAS ILMU SOSIAL DAN ILMU POLITIK	
	Prodi S1 Sosiologi	
	Matkul Mid Test	Matkul Teori Sosiologi Modern
		Hal 1 dari 2

Day/Month : Tuesday, October 22, 2024
 Jam : 3.00
 Room : Take Class " "
 Angkatan : 2023 A, B dan C
 Instructions : Case analysis and open book. Work by hand on the paper provided. Make sure your handwriting is legible. Don't forget to write your name, class, and student ID number on your answer sheet. Don't copy; trust your abilities.

I. QUESTIONS

Question	Max Score (%)
<p>1. You are certainly familiar with the term Seleksi Nasional Berdasarkan Prestasi (SNBP – National Selection Based on Achievement) and Seleksi Nasional Berdasarkan Tes (SNBT – National Selection Based on Test) when prospective students wish to enter state universities (PTN). In addition to these, there is also an independent selection route organized by each university. Regardless of these different pathways, I am certain that you were admitted to the Sociology Department of Unesa through one of those three routes. From time to time, and repeatedly, the system of university entrance selection continues to change. The most recent development is that when you take the SNBT test, it is structured around cognitive knowledge, Indonesian and English literacy, as well as numeracy. In the SNBT system, there are no subject-based examinations such as sociology and economics for social science students, or physics and chemistry for natural science students. Analyze this change in the system of student admission to state universities—particularly through the SNBT route (National Selection Based on Test)—using Talcott Parsons' structural functional theory!</p>	30 %
<p>2. Chronology of Demonstrations Against the Job Creation Law (Omnibus Law) Background: In October 2020, the Job Creation Law (<i>Undang-Undang Cipta Kerja</i> or UU Ciptaker), commonly referred to as the Omnibus Law, was passed by the Indonesian House of Representatives (DPR). The main goal of this law was to simplify regulations that were considered to hinder investment and economic growth. However, many groups argued that the law favored business owners over workers and the general public. Initial Protests and Rejection: Protests against the Job Creation Law began to intensify soon after it was passed. Labor unions, student groups, and civil society organizations organized various demonstrations, especially in major cities such as Jakarta, Bandung, Surabaya, and Makassar. They criticized the law for weakening labor protections, harming the environment, and giving excessive privileges to foreign investors.</p>	40%

	UNIVERSITAS NEGERI SURABAYA FAKULTAS ILMU SOSIAL DAN ILMU POLITIK	
	Prodi S1 Sosiologi	
	Naskah UTS	Matak Teori Sosiologi Modern

<p>Mass Demonstrations (October 2020): The demonstrations peaked in early October 2020, shortly after the law was enacted. Hundreds of thousands of people took to the streets in different regions. Some protests were peaceful, while others turned violent, with clashes between demonstrators and security forces. Police used tear gas and arrested hundreds of protesters. In several cities, public facilities and government buildings were damaged.</p> <p>Government Response: The government argued that the law was designed to create new jobs and enhance Indonesia's competitiveness in the global market. However, opponents—especially labor groups—felt their voices were ignored during the law-making process. They worried that the law would weaken workers' rights, such as minimum wages and social security.</p> <p>Follow-Up Actions: Protests did not stop after the law was passed. Since then, various follow-up demonstrations have been held. Some groups even brought the law to the Constitutional Court for a judicial review. Up until today, despite revisions and government-led dialogues, dissatisfaction with the law remains among civil society groups and labor unions.</p> <p>Questions:</p> <ol style="list-style-type: none"> a. How would Dahrendorf's conflict theory view these demonstrations, particularly in relation to the dynamics of power between those in authority (government and business owners) and the subordinate groups (workers and the public)? b. According to Dahrendorf, social conflict often leads to changes in power structures. Could the conflict surrounding the Job Creation Law trigger significant changes in the relationship between government, business owners, and workers? Explain! 	
<p>3. Recently, Indonesia's education sector has been stirred by the case of Bahji Labadalia, a doctoral student at Universitas Indonesia (UI) who simultaneously serves in politics as the Minister of Energy and Mineral Resources, representing the Golkar Party in President Jokowi's cabinet. What sparked heated public debate was the fact that Bahji was able to complete his doctoral program at UI in only 1 year and 8 months, whereas the normal duration of a PhD program is around 4 years. In this situation, UI—as an educational institution and the top-ranked university in Indonesia—has faced criticism and backlash from various groups, both the general public and academics. Observing this social behavior, analyze the phenomenon using Peter M. Blau's social exchange theory: how could the process of social exchange between Bahji, representing political institutions, and UI, as an educational institution, take place?</p>	30%

FINAL TEST

	UNIVERSITAS NEGERI SURABAYA FAKULTAS ILMU SOSIAL DAN ILMU POLITIK		
	Prodi Sosiologi		
	<i>Uraian</i> Final Test	<i>Uraian</i> Teori Sosiologi Modern	Hal

- Day/Month : Thursday, January 2, 2025
 Time : 1.00 – 2.40 pm
 Ruang : Offline Class
 Angkatan : Class of 2023 A-F
 Instructions : - No cell phones, no laptops (please place them at the front, on the lecturer's desk).
 - Open book (you may bring your notes or any book).
 - Write your Name, Class, and Student ID Number on your answer sheet.
 - No cheating, trust yourself!

Questions	Max Score (%)
<p>QUESTION NUMBER 1</p> <p>The Phenomenon of the 12% VAT Increase</p> <p>The recent plan to raise the Value-Added Tax (VAT) to 12% has become a major public issue in Indonesia. The Indonesian government has set a policy to increase the VAT rate from 11% to 12%, effective January 1, 2025. This policy is part of Law No. 7 of 2021 on the Harmonization of Tax Regulations (<i>Undang-Undang Harmonisasi Peraturan Perpajakan</i> or UU HPP), which mandates a gradual adjustment of VAT rates: from 10% to 11% on April 1, 2022, and subsequently to 12% no later than January 1, 2025. According to the law, here are the categories of goods and services subject to the 12% VAT and those exempted:</p> <p>Goods and Services Subject to 12% VAT</p> <ul style="list-style-type: none"> • Taxable Goods (BKP): <ul style="list-style-type: none"> • Luxury goods such as electronics, jewelry, and premium-class vehicles. • General consumer goods not exempt from VAT. • Digital products such as streaming subscriptions, e-books, or software. • Taxable Services (JKP): <ul style="list-style-type: none"> • Consulting services, including legal, architectural, and financial services. • Certain commercial transportation services. • Telecommunications services such as internet and telephone. • Recreational and entertainment services (cinemas, concerts, etc.). <p>Goods and Services Exempted from VAT (Article 4A of the VAT Law and its implementing regulations):</p> <ul style="list-style-type: none"> • Goods: <ul style="list-style-type: none"> • Basic necessities: rice, corn, sago, soybeans, salt, fresh meat, eggs, milk, and similar products. • Mining and drilling products: crude oil, natural gas, coal (as long as not processed into other products). • Fisheries, livestock, and agricultural products that have not been further processed. • Services: <ul style="list-style-type: none"> • Health services: medical care, hospitals, and clinics. • Education services: formal schools, universities, and certain training programs. • Religious services: activities such as funerals or weddings in places of worship. • Social services: orphanages, nursing homes, etc. • Public transportation services: land and sea transportation. • Financial services: banking, insurance, leasing without purchase options. • Broadcasting: television or radio broadcasting not related to advertising. 	40

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	Prodi Pendidikan Geografi	
	Naskah UAS	Materi Teori Sosiologi Modern

In addition, the adjusted VAT rate also applies to luxury categories such as premium food products, VIP hospital services, and costly international-standard education. Starting January 1, 2025, Indonesia will raise its VAT rate from 11% to 12%, making it one of the highest VAT rates among Southeast Asian (ASEAN) countries.

Negara	Tarif PPN (%)
Filipina	12
Indonesia	11 (akan menjadi 12 pada 2025)
Kamboja	10
Laos	10
Malaysia	10 (pajak penjualan), 8 (pajak layanan)
Vietnam	10
Singapura	9
Thailand	7
Myanmar	5 (pajak komersial)
Brunei Darussalam	0

Indonesia's Coordinating Minister for Economic Affairs, Airlangga Hartarto, as quoted in *Kompas.com*, stated that although the 12% VAT will be applied to luxury goods and services, the government will still provide incentives for vulnerable groups to protect their purchasing power and welfare. Meanwhile, according to Media Wahyudi Askar, Director of Public Policy at CELIOS, also quoted in *Kompas.com*, the VAT increase may drive up inflation in 2025, creating further economic pressure, particularly on lower- and middle-income groups.

Questions:

- Based on the data presented above, do you agree with the VAT increase to 12% in Indonesia? Provide your reasons!
- This VAT increase phenomenon can be explained using phenomenological theory. ~~Analyze~~ this case with phenomenology: what kind of phenomenon is the 12% VAT increase, and why does it occur?

QUESTION NUMBER 2

Marketing is a human or social group effort to promote and sell their products, whether goods or services. As we observe in our daily lives, at every moment—even every second—we are bombarded with marketing, especially advertisements on social media, television, and other devices. I am sure you have often been a victim of advertising. For instance, when you see an attractive item on an online marketplace app, it is offered with appealing products and promotions, but when the item arrives, it turns out to be disappointing.

The same applies to relationships: before dating, a man, during the courtship stage, often presents himself as serious, caring, and comforting. Yet once in a relationship, when his everyday reality becomes visible, the image can be far from what was initially presented. This is even more striking when we talk about **political marketing**. During election campaigns, candidates portray themselves as extraordinary and impressive leaders, but once in office, many forget their sweet promises. It is just like an ex whose words were like cheap refill perfume—pleasantly fragrant but fake.

Question: ~~Analyze~~ the phenomenon of political marketing in Indonesia, based on what you know and have experienced, using Erving Goffman's dramaturgical theory. Then, explain your opinion on what good political marketing should look like!

 UNESA	UNIVERSITAS NEGERI SURABAYA FAKULTAS ILMU SOSIAL DAN ILMU POLITIK	
	Prodi Pendidikan Geografi	
	Naskah UAS	Materi Teori Sosiologi Modern

<p>QUESTION NUMBER 3</p> <p>One unique reality at Unesa Ketintang campus, especially in the Sociology program, is that when students meet their lecturers, they always kiss the lecturer's hand (<i>salim</i>). This situation is very different from a neighboring state university located on Jalan Dharmawangsa, where students usually do not kiss their lecturers' hands when they meet them. At Unesa Sociology, the position of the lecturer carries a certain symbol and meaning, which makes students show a deep respect.</p> <p>Globalization, modernization, and the massive flow of information technology have not caused Unesa Sociology students to lose their Eastern cultural traditions. They are not trapped in Westernization but instead preserve the practice of <i>salim</i> and hand-kissing as a gesture of respect when meeting their lecturers. Compared to other state universities in general, Unesa Sociology students still strongly uphold this behavior of <i>salim</i> when they encounter their lecturers.</p> <p>Question: Based on your experience and knowledge, explain why, when you interact with your lecturers, you always precede it by kissing their hand. Analyze this condition using the symbolic interactionism theory—how can such a practice occur?</p>	30
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Prepared by,	Corrected by,	Approved by,
Dosen	UPM	Koorprodi



d. Sample of Student's Answer to Mid-Term and Final Test

MID TEST

Mochamad Rifan Hamzah Putra
231140624051
20230

201 201 201

UTS TSM (modern)

1. Pendekatan teori Struktural Fungsional Terjadi pascas dapat digunakan untuk menganalisis perubahan sistem Perencanaan modernisasi baru di Paragraf tingkat tinggi (PST) melalui jalur SANS (National Infrastructure System) Teori ini berfokus pada pemahaman bagaimana berbagai komponen antara satu sistem sosial berfungsi. Untuk mencapai stabilitas dan ketertarikan dalam masyarakat Teori Perencanaan menggunakan elemen sebagai analisis fungsional internal fungsi tertentu yang berkontribusi terhadap stabilitas dan kestabilan sistem secara keseluruhan. Dalam konteks pendidikan, pendidikan tinggi berfungsi tidak hanya untuk mendidik individu, tetapi juga untuk mereproduksi nilai-nilai sosial, norma, dan struktur kelas dalam masyarakat.

Analisis dengan pendekatan teori Struktural Fungsional memandang masyarakat sebagai sebuah sistem yang terdiri dari berbagai bagian yang saling berhubungan dan berinteraksi satu sama lain. Setiap bagian memiliki fungsi tertentu untuk mencapai keseimbangan dan kelangsungan hidup sistem.

• Persebaran dari berbagai mata pelajaran ke berbagai kompetensi
perubahan ini menunjukkan adanya proses transformasi dari pendidikan pada level nasional menjadi diadopsi pada kemampuan berpikir kritis, analitis, dan pemecahan masalah. Hal ini sejalan dengan tuntutan dunia kerja yang semakin kompleks.

• Penyerapan peran teknologi
penggunaan teknologi pada pendidikan SIBT menunjukkan adanya ide-ide lebih kreatif dan efisien. Selain itu, teknologi juga memungkinkan akses yang lebih luas bagi calon mahasiswa dari berbagai daerah.

• Mekanisme untuk menyesuaikan bahan belajar sistem
Dapat dimanfaatkan for HRV seperti tes mata, tes warna dan sebagainya. Dengan sistem dapat lebih fokus pada pengembangan kemampuan dasar yang lebih luas. Maka dapat disimpulkan perubahan sistem SIBT merupakan refleksi dari dinamika masyarakat dan perkembangan ilmu pendidikan. Pendekatan Struktural Fungsional membantu memahami bahwa perubahan ini merupakan bagian dari upaya sistem pendidikan tinggi untuk beradaptasi dan memenuhi fungsinya dalam masyarakat.

2. a. Teori Konflik Dahrendorf memandang masyarakat sebagai suatu arena konflik yang terus menerus antara kelompok yang berkuasa dan yang tidak berkuasa. Konflik ini muncul dari ketidaksetaraan distribusi kekuasaan dan sumber daya. Dalam konflik demonstrasi pengalihan W. Ulfar usha, teori konflik Dahrendorf akan melihat konflik ini sebagai manifestasi dari konflik antara kelompok penguasa dan kelompok yang ter-kuasa.

30
You should give this Dahrendorf
look down there. better analyze

b. Deindividuation berpendapat bahwa konflik sosial dapat menjadi konsekuensi dari perubahan sosial. Konflik yang berkepanjangan dan resistensi budaya pihak-pihak yang mengalami perubahan dalam struktur kekuasaan hanya terjadi UU jika kelas, kelas, perubahan struktur kekuasaan, sebagai akibat dari konflik ini sangat memengaruhi hasil. Berbagai faktor yang dapat mendorong kemunculan ini adalah: anonimisasi massa, tekanan kolektif, perubahan identitas diri, dan menurunnya kemampuan budi

3. Kasus politik mahasiswa yang berhasil memenangkan studi SS dalam waktu yang relatif singkat di berbagai universitas sebagai contoh telah memicu perubahan yang signifikan di berbagai aspek. Kasus-kasus ini menunjukkan beberapa pola politik yang dapat diidentifikasi dari kasus ini antara lain: (1) Adanya akademis yang dimungkinkan terjadinya keributan politika, lalu politik konflik kepentingan pada standar pendidikan tinggi yang dimungkinkan terdapat tekanan terhadap pencapaian studi, dan peran politisi tinggi, bahwa mereka integritas akademik, lanjut lagi ada etika politik seperti Cipta, Keadilan, dan Transparansi Akademik. (2) Jika ditinjau kasus-kasus mahasiswa mengenai pentingnya peranan intelektual akademik dan peran politik dalam dunia pendidikan tinggi politika ini sangat penting berbagai bagi dunia politik terkait baik di lingkungan, Perguruan tinggi maupun masyarakat.

20. HUI stand for giving the analysis

FINAL TEST



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, DAN TEKNOLOGI
UNIVERSITAS MESKI SURABAYA
FAKULTAS ILMU SOSIAL DAN ILMU POLITIK
Kampus Unesa 1 Jalan Ketintang, Surabaya 60221
Laman: <http://portal.unesa.ac.id> email: info@unesa.ac.id

Prodi	SI Biologi	NILAI
Nama NIM	Podrikan Silvia, NIM: 21104090093	2
Mata Kuliah	Teori Konektologi Modern	
Hari/Tanggal	Kamis, 4 Januari 2023	
Tanda Tangan		

60 + 20 + 20 = 100

1. a. Tidak setuju, karena kenaikan pajak ke tertinggi akan merugikan masyarakat. Bagaimana tidak? pajak mengalami kenaikan setiap gaji yang lebih akan mengalami kenaikan. Memang benar bahwa kebutuhan pajak tidak mengalami kenaikan setiap gaji tetapi lebih dalam masyarakat. Kebutuhan barang konsumsi umum, misalnya barang konsumsi yang dijual di masyarakat akan hal ini akan mengalami kenaikan. Ditandingkan dengan Indonesia, maka negara-negara lain lebih maju namun pajaknya juga lebih rendah dari pajak Indonesia. Hal ini perlu dipertimbangkan lagi. Indonesia dianggap akan menjadi negara maju sebelum 2045 namun jika penerapan pajak saja masih tidak mampu diwujudkan lantas mau menjadi negara maju yang bagaimana? Menurut saya yang akan terjadi, bukan negara maju melainkan krisis ekonomi karena pandemi, kesulitan investasi dari ekonomi nasional merupakan tantangan. Selain itu, pemerintah akan kembali jadi Indonesia awal 2021 atau bahkan ke awal 1990-an.

b. Teori fenomenologi (pengalaman), kemudian per 12% merupakan fenomena in-order-to-motiv (tujuan untuk). Motivasi ~~adalah~~ kemudian per 12% dilakukan dan diharapkan oleh pemerintah guna mencapai tujuan & hasil di mana negara. Pemerintah menaikkan per 12% sebagai alat / harapan untuk mewujudkan kondisi ekonomi Indonesia saat ini. Saat ini per 12% sebagai alat / harapan untuk mewujudkan Indonesia sebagai negara maju. Selain itu, negara juga harus PPT tertinggi & kemudian Asia Tenggara (ASEAN). Peningkatan PPT 12% dilakukan sebagai wujud penerapan Indonesia awal 2045 di tahun 2045. Kenaikan PPT 12% berarti menaikkan pajak. Kondisi tersebut pajak akan digunakan pemerintah untuk mengentaskan Indonesia sebagai penerapan Indonesia awal 2045. Pemerintah berharap dengan adanya kenaikan pajak akan membuat jumlah pajak yang lebih besar sehingga hal tersebut akan dgn tujuan pemerintah untuk meningkatkan pendapatan lebih banyak guna penerapan Indonesia awal 2045 hal tersebut yang menjadi dasar motif kenaikan per 12% di Indonesia.

35
yang maksud 12% ya
kita yang sudah ke
- dapat mencapai atau menggunakan
theory

25) *grooming theory was used to analyse
she should be explore*

2. Fenomena marketing politik → teori dramaturgi

digambarkan bahwa marketing politik adalah sebuah drama, dimana para politikus (aktor) akan menampilkan peran yang berbeda dalam masyarakat (panggung depan) saat bertatap muka - mereka tidak segan bertatap muka dgn juri-juri yang menggiatkan untuk mendapatkan suara dari masyarakat. Panggung depan bagi para politikus saat ini adalah kamera, tampil di depan publik bagi masalah politik yang akan menjelaskan masalah di dunia dengan program kerja yang dibawakan. Namun dibesatung sistem mereka hanya ingin mendapatkan kekuasaan dan mendapat keuntungan pribadi. Fenomena marketing politik, apa yang terlihat di depan kamera & di belakangnya tentu berbeda. Perbedaan itu bisa dirasakan ketika seorang politikus berhasil menang (kemudian lupa & meninggalkan janji yang dibawakan saat bertatap muka).

- Menurut saya tidak ada marketing politik yg baik, karena kegiatan dalam pemerintahan politik pasti ada banyak kepalan & dalangnya. Namun, jika bisa politikus sekenanya itu perlu untuk berkorban atau - bukannya secara nyata kegiatan yang dibawakan saat bertatap muka agar masyarakat mampu percaya & tidak menganggap bahwa politik seperti sinetron tv saja. Ujungnya mengada-ada.

3. Mencium tangan dosen tentu berakumulasi karena sebagai dosen atau orang bahwa dosen lebih berkuasa daripada mahasiswa. Hal tersebut dilakukan sebagai tanda hormat dan keakraban emosional karena dosen sudah memberikan ilmu yang sangat berharga.

Mencium tangan dosen → teori interaksionisme simbolik

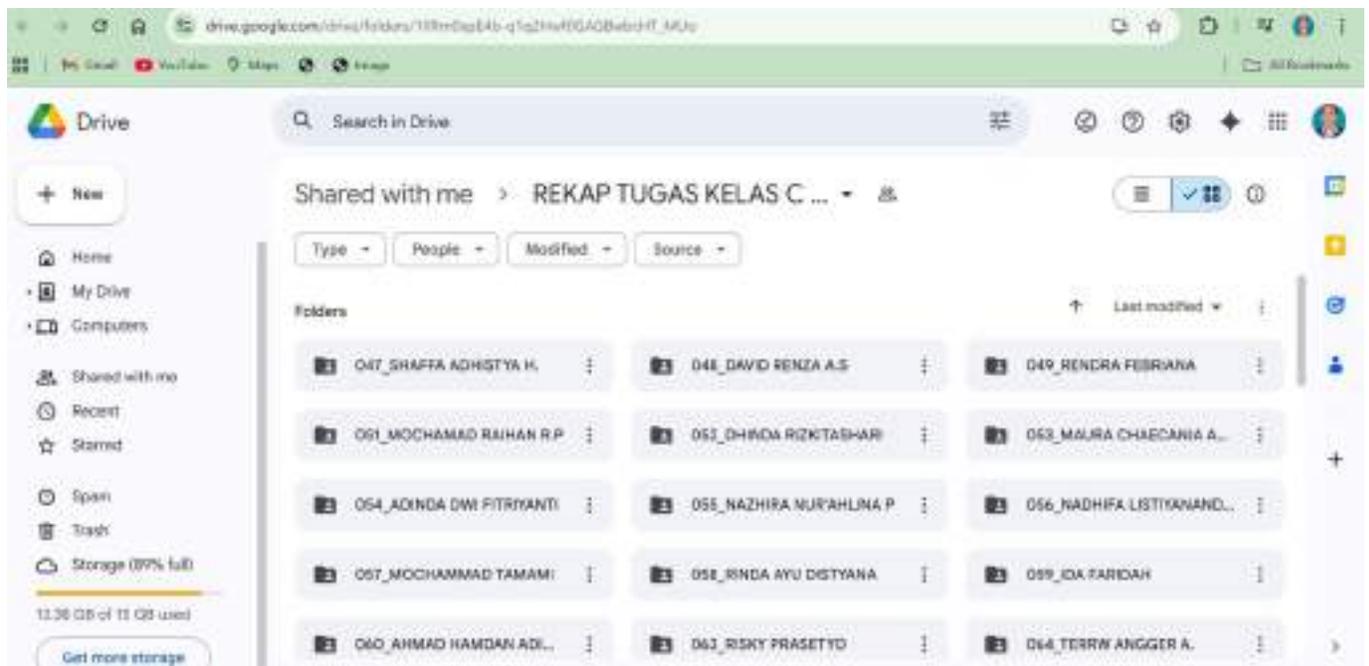
Konsep mencium tangan dosen bagi mahasiswa sosiologi merupakan simbol dalam interaksi sosial. Hal ini memberikan simbol bahwa dosen memiliki nilai identitas. Kegiatan sosial yang perlu untuk dihormati karena dosen sebagai pembimbing atau guru dalam sebuah kegiatan pembelajaran & tempat. Tindakan mencium tangan dosen dilakukan mahasiswa untuk membangun interaksi sosial. Tindakan tersebut merupakan hal konstruktif sosial yg terbentuk melalui proses interaksi. Konstruksi sosial itu menjadi kebiasaan sehingga ~~menjadi~~ mencium tangan dosen bagi mahasiswa sosiologi unnes adalah hal yang perlu dilakukan saat bertemu dosen. Jaringan hubungan sosial yang saling terkait antara dosen dan mahasiswa menjadi faktor interaksi tersebut. Realitas sosial yang dibangun terbentuk dari interaksi yang terus berlanjut. (sifat mahasiswa sosiologi unnes mencium tangan dananya ketika bertemu).

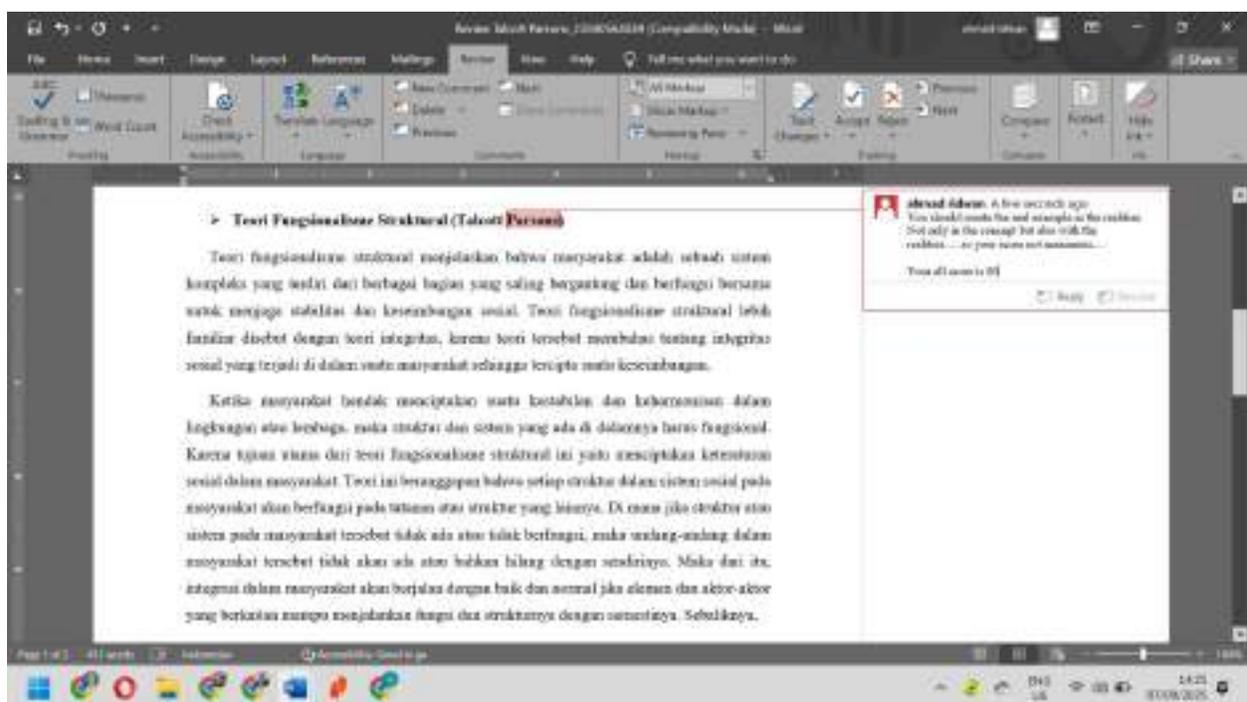
26) *grooming theory was used to analyse
she should be explore
husband and give a lot of love*

e. Sample of Students Assignment

ASSIGNMENT 1

1. Explain the biography of Talcott Parsons!
2. Provide a theoretical explanation of Talcott Parsons' structural functionalism theory. Give a real-life example.
3. Work on this assignment individually with the following requirements:
 - a. Create a Google Drive for all students, where each student has one folder.
 - b. Upload your assignment file (MS Word or handwritten version) into your folder.





2. Students Assesment Data set in 2024/2025 Academic Year

PROGRAM STUDI Sosiologi
DAFTAR NILAI MAHASISWA
Mata Kuliah : Teori-teori Sosiologi Modern
Kelas : 2023A
Tahun Ajaran : 2024/2025 Gasal

Original data :



Keterangan :

1. Komponen nilai yang diisi hanya : Part,Tugas,UTS dan UAS
2. Nilai UAS mahasiswa dengan kehadiran dibawah 73.3% (kolom dg warna merah) tidak akan disimpan
3. Jangan merubah apapun di dokumen ini kecuali pada point nomer satu di atas.
4. PPTI / BAAK tidak menerima file nilai untuk diupload. Proses upload nilai dilakukan oleh dosen pengampu yang bersangkutan.

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23040564010	FATIMAH	2023	100%	90	90	80	95	89.5	A	1
2	23040564066	DEVIRA PUTRI RAHMAWATI	2023	100%	90	90	83	97	90.7	A	1
3	23040564093	PIPIT SITI KIPTIYAH	2023	100%	90	90	80	90	88	A	1
4	23040564113	NAZHMI AULIA RAHMANIA	2023	100%	90	90	85	97	91.1	A	1
5	23040564138	AURA SYARI HUSNA	2023	100%	90	90	80	87	87.1	A	1
6	23040564186	DELLA NUR SAFITRI	2023	100%	90	90	85	90	89	A	1
7	23040564220	KEN IFA	2023	100%	90	90	80	90	88	A	1
8	23040564226	ADITYA BINTANG PAMUNGKAS	2023	93.75%	90	90	80	80	85	A	1
9	23040564232	KHINAYA DZAFFA ARFITRI WAHYUDI	2023	100%	90	90	85	97	91.1	A	1
10	23040564262	DZUL PUTRI SANDRA DEWI	2023	100%	90	90	80	87	87.1	A	1
11	23040564346	SOPHIA AINI	2023	100%	90	90	80	95	89.5	A	1
12	23040564368	VIA ASSALMA SETIYA RAMADHANI	2023	100%	90	90	80	87	87.1	A	1
13	23040564395	ALIYYA SHAFI AGHNIYA	2023	93.75%	90	90	80	85	86.5	A	1



Keterangan :

1. Komponen nilai yang diisi hanya : Part,Tugas,UTS dan UAS
2. Nilai UAS mahasiswa dengan kehadiran dibawah 73.3% (kolom dg warna merah) tidak akan disimpan
3. Jangan merubah apapun di dokumen ini kecuali pada point nomer satu di atas.
4. PPTI / BAAK tidak menerima file nilai untuk diupload. Proses upload nilai dilakukan oleh dosen pengampu yang bersangkutan.

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23040564001	RISMA AULIANA DEVI	2023	100%	90	85	82	90	86.9	A	1
2	23040564002	NOFAN ANGGORO EKO SAPUTRO	2023	100%	80	85	80	85	83	A-	1
3	23040564003	ALFRIDA QOIRU ZAHRO	2023	100%	80	85	80	85	83	A-	1
4	23040564004	FARIS DWI FEBRIANTO	2023	100%	90	85	82	90	86.9	A	1
5	23040564005	DEVINA MARGARETHA FEBRIANTI	2023	100%	80	85	80	85	83	A-	1
6	23040564006	ARIELA DIANDRA NAJWA	2023	100%	80	85	80	85	83	A-	1
7	23040564007	SYAHNUN AISYAH ACHMAD	2023	100%	90	85	80	85	85	A	1
8	23040564008	AFEFAH SUBAGYO	2023	100%	90	85	82	88	86.3	A	1
9	23040564009	NALA KEISHA ALSA PRANATHANIA	2023	100%	80	85	80	88	83.9	A-	1
10	23040564011	BERLIAN AMELIA SALSABILA	2023	100%	80	85	80	87	83.6	A-	1
11	23040564012	DEWINTA NURAINI	2023	100%	90	85	82	85	85.4	A	1
12	23040564013	NAWANG WULAN	2023	100%	85	85	82	88	85.3	A	1
13	23040564014	RAHMA SAFITRIANA	2023	100%	85	85	82	86	84.7	A-	1
14	23040564015	EKA ETHIKA	2023	100%	80	85	82	85	83.4	A-	1
15	23040564016	AMILINMASFUFAH	2023	100%	80	85	82	85	83.4	A-	1
16	23040564018	NIKHMATUL IKHIROH	2023	100%	90	85	82	90	86.9	A	1
17	23040564019	VIKA ANASTASYA EFFENDI	2023	100%	80	85	80	87	83.6	A-	1
18	23040564020	MUHAMMAD FADHIL AZIIZ	2023	100%	90	85	82	85	85.4	A	1
19	23040564021	NASHWA AQILA DANENDRA	2023	100%	90	85	80	85	85	A	1
20	23040564022	ALEXANDER DICKO ONASIS	2023	100%	90	85	82	87	86	A	1
21	23040564023	ALIMA SALSABILA FATHONI	2023	100%	80	85	80	85	83	A-	1
22	23040564024	ALIVIA ANJELITA SYAFA RIZQI	2023	100%	80	85	80	85	83	A-	1
23	23040564025	AGIM JALA PAMUNGKAS	2023	100%	80	82	82	87	83.1	A-	1
24	23040564026	MUHAMMAD ASHIM UBAIDILLAH	2023	100%	80	82	83	87	83.3	A-	1
25	23040564027	NOVITRIYANI PUTRI LIBIN	2023	100%	80	85	80	85	83	A-	1
26	23040564028	AMELIA WULAN ANJAYANI	2023	100%	80	85	80	85	83	A-	1
27	23040564029	DIAN FILIPPO LAILY RAMADHAN	2023	93.75%	90	85	82	87	86	A	1
28	23040564030	AL FANNY MAULANA ARDHI TANJIYI	2023	87.5%	80	83	84	85	83.2	A-	1
29	23040564031	RAHMA REMADE LOLADESTYN	2023	100%	90	85	82	87	86	A	1
30	23040564032	FAREL NAUFAL DZAKIRAH	2023	100%	90	84	80	87	85.3	A	1
31	23040564033	NIA ISTNAINI FIRDAUS	2023	100%	80	85	80	85	83	A-	1
32	23040564034	DICKY JASMIARTO	2023	100%	90	85	82	87	86	A	1
33	23040564035	AZAHRA KURNIASARI	2023	100%	80	85	80	85	83	A-	1
34	23040564036	INTAN AULIA REGITASARI	2023	100%	90	85	80	85	85	A	1
35	23040564037	ALFAIRUS IRFAN ZIDNI	2023	100%	80	85	80	87	83.6	A-	1
36	23040564039	INTAN FADIYAH	2023	100%	90	85	82	85	85.4	A	1
37	23040564041	DANIA AFRO HUMAIRO	2023	100%	90	85	82	85	85.4	A	1
38	23040564042	SAFIRA AGUSTINA	2023	100%	90	85	82	85	85.4	A	1
39	23040564043	INDAH MAULIDINA	2023	100%	90	85	80	85	85	A	1
40	23040564044	ADELIA AZA ANHAR	2023	100%	90	85	82	85	85.4	A	1
41	23040564045	CHINTYA ANGGIE PERMATASARI	2023	100%	90	85	82	87	86	A	1

PROGRAM STUDI Sosiologi
 DAFTAR NILAI MAHASISWA
 Mata Kuliah : Teori-teori Sosiologi Modern
 Kelas : 2023C
 Tahun Ajaran : 2024/2025 Gasal

Original data :



Keterangan :

1. Komponen nilai yang diisi hanya : Part,Tugas,UTS dan UAS
2. Nilai UAS mahasiswa dengan kehadiran dibawah 73.3% (kolom dg warna merah) tidak akan disimpan
3. Jangan merubah apapun di dokumen ini kecuali pada point nomer satu di atas.
4. PPTI / BAAK tidak menerima file nilai untuk diupload. Proses upload nilai dilakukan oleh dosen pengampu yang bersangkutan.

No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23040564046	VIOLITA AISKA RAMADHANI	2023	100%	85	85	80	85	84	A-	1
2	23040564047	SHAFFA ADHISTYA HIYATMA	2023	100%	85	85	82	85	84.4	A-	1
3	23040564048	DAVID RENZA ARIE SATRIA	2023	100%	85	85	82	85	84.4	A-	1
4	23040564049	RENDRA FEBRIANA	2023	100%	85	85	82	85	84.4	A-	1
5	23040564051	MOCHAMAD RAIHAN RAMANDA PUTRA	2023	93.75%	85	85	80	85	84	A-	1
6	23040564052	DHINDA RIZKITASHARI	2023	100%	80	85	82	85	83.4	A-	1
7	23040564053	MAURA CHAECANIA ALYA SHIRA	2023	93.75%	80	85	82	85	83.4	A-	1
8	23040564054	ADINDA DWI FITRIYANTI	2023	100%	80	85	82	85	83.4	A-	1
9	23040564055	NAZHIRA NUR' AHLINA PUTRI	2023	100%	90	85	82	85	85.4	A	1
10	23040564056	NADHIFA LISTIYANANDA PUTRI AZZAHRA	2023	100%	90	85	82	85	85.4	A	1
11	23040564057	MOCHAMMAD TAMAMI	2023	100%	80	85	82	85	83.4	A-	1
12	23040564058	RINDA AYU DISTYANA	2023	100%	90	85	82	85	85.4	A	1
13	23040564059	IDA FARIDAH	2023	100%	80	85	82	85	83.4	A-	1
14	23040564060	AHMAD HAMDAN ADITYA ROZI	2023	100%	90	85	82	85	85.4	A	1
15	23040564061	DELVINA AURELIA WANDARA	2023	93.75%	90	85	82	85	85.4	A	1
16	23040564063	RISKY PRASETYO	2023	100%	80	85	82	85	83.4	A-	1
17	23040564064	TERRA ANGGER AURANESIA	2023	100%	80	85	82	85	83.4	A-	1
18	23040564065	DYAH AYU SEKAR ARIJ SANTOSO	2023	100%	80	85	82	85	83.4	A-	1
19	23040564068	FISABILILLAH RAMADHAN FATHONY	2023	100%	80	85	82	85	83.4	A-	1
20	23040564070	WAHYU DEWI ANUGRAH IWANTORO	2023	100%	80	85	82	85	83.4	A-	1
21	23040564071	ANANDHITA AMALIA PUTRI	2023	100%	90	85	80	85	85	A	1
22	23040564072	GRISILDA DWI SALSA	2023	100%	90	85	82	85	85.4	A	1
23	23040564073	RACHEL MARIA RAHMAWATI	2023	100%	90	85	82	85	85.4	A	1
24	23040564077	RAFIDA ASTRI ANANDA	2023	100%	80	85	82	85	83.4	A-	1
25	23040564078	MAULIDYA REGINA POETRI HARTONO	2023	93.75%	80	85	82	85	83.4	A-	1
26	23040564079	BADRIATUN SITI MUTI'AH	2023	100%	80	85	82	85	83.4	A-	1
27	23040564080	IRMAN LAIA	2023	100%	90	85	82	85	85.4	A	1
28	23040564081	ADELLYA WIDYA OKTAVIANA	2023	93.75%	80	85	82	85	83.4	A-	1
29	23040564082	ACHMAD MUCHTAR RABBANI	2023	93.75%	80	85	82	85	83.4	A-	1
30	23040564083	FADHILAH NISWATI	2023	100%	80	85	82	85	83.4	A-	1
31	23040564084	NABILA FEBRIANA	2023	100%	80	85	80	85	83	A-	1
32	23040564085	DWI MARCHA	2023	100%	90	85	82	85	85.4	A	1
33	23040564086	EKA MARISKA PUTRI IMRA	2023	100%	80	85	82	85	83.4	A-	1
34	23040564087	SABRINA ANGELICA	2023	100%	80	85	82	85	83.4	A-	1
35	23040564088	ADINDA CINDY NESYA PUTRI AULIA	2023	100%	80	85	82	85	83.4	A-	1
36	23040564089	SELSYA AYU CHANAYA	2023	100%	80	85	82	85	83.4	A-	1
37	23040564090	EKA SATRIA DEWANANDA	2023	0%	0	0	0	0	0	E	0



Keterangan :

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No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23040564091	ADDAWIATUR ROFI'AH	2023	93.75%	90	82	83	87	85.3	A	1
2	23040564092	SITI UMI NADZIRO	2023	87.5%	80	84	82	85	83.1	A-	1
3	23040564094	ADINDA DHEA RAHMATIA	2023	100%	90	84	82	85	85.1	A	1
4	23040564095	DITA NORFEBRIANA. AP.	2023	100%	90	83	83	85	85	A	1
5	23040564096	ANNISA DWI KARTIKASARI	2023	100%	80	80	85	87	83.1	A-	1
6	23040564097	AZHARINE ZABRINA	2023	100%	90	83	82	86	85.1	A	1
7	23040564098	NARENDRA BAGASKARA	2023	81.25%	80	83	85	84	83.1	A-	1
8	23040564099	HAFSAH AAFIYAH	2023	100%	80	84	83	85	83.3	A-	1
9	23040564100	CHERLY LUTHFIANA NUR PRAWITASARI	2023	100%	80	84	82	85	83.1	A-	1
10	23040564101	AYRA SITI SUBQYA	2023	100%	80	80	84	88	83.2	A-	1
11	23040564102	BHISMA HAPSARA DHARMA	2023	100%	90	82	82	87	85.1	A	1
12	23040564103	MOHAMAD FARID ARDIANSYAH	2023	93.75%	90	82	84	86	85.2	A	1
13	23040564104	ALYSHA LARASATI	2023	100%	80	82	82	87	83.1	A-	1
14	23040564105	MUHAMMAD TAUFIKUR ROHMAN	2023	93.75%	80	84	82	85	83.1	A-	1
15	23040564106	JESICA GITA MARCELA	2023	100%	80	82	82	87	83.1	A-	1
16	23040564107	BUNGA RENITA AULIYA	2023	100%	80	82	85	85	83.1	A-	1
17	23040564108	IQTIARA AFRILIANI NURILISANTO	2023	100%	90	82	84	87	85.5	A	1
18	23040564109	NADIA AULIA PUTRI IRFANDI	2023	100%	90	82	82	88	85.4	A	1
19	23040564110	CINDY WAHYU NUR RAHMAWATI	2023	100%	90	82	82	88	85.4	A	1
20	23040564111	SINDI MELIYANA PUTRI	2023	100%	90	82	84	86	85.2	A	1
21	23040564112	KALIMATUS ILMU	2023	100%	90	84	82	86	85.4	A	1
22	23040564114	NAJWA LUTFIYANTI	2023	100%	90	84	82	85	85.1	A	1
23	23040564115	MOCHAMAD DHIKI DARMA SANTOSO	2023	93.75%	90	83	82	86	85.1	A	1
24	23040564116	AZKA TALITHA ARIELLA	2023	100%	80	83	82	86	83.1	A-	1
25	23040564117	AMIRA RAHMAWATI	2023	100%	80	82	82	88	83.4	A-	1
26	23040564118	RAFAELA NISITA KARUNIA KRISTOMO	2023	100%	90	86	82	85	85.7	A	1
27	23040564119	BENY EKA PRATAMA	2023	100%	80	84	82	85	83.1	A-	1
28	23040564120	KARUNIA SYIFA	2023	100%	80	82	84	86	83.2	A-	1
29	23040564121	MUHAMMAD ARYA JULIAN ARDIANSAH	2023	87.5%	80	84	82	85	83.1	A-	1
30	23040564122	TASYA ZEVELA AMARTHA	2023	100%	80	84	82	85	83.1	A-	1
31	23040564123	FREDERICO YUDYANTO TAMPUBOLON	2023	100%	90	82	85	85	85.1	A	1
32	23040564124	NAZIRA FATHIMAH AZZAHRA HARYOKO	2023	93.75%	80	82	83	86	83	A-	1
33	23040564125	SHOFI SALSABILA ARFI'AH	2023	100%	80	85	82	85	83.4	A-	1
34	23040564126	DEWI AMELIA	2023	100%	80	82	85	85	83.1	A-	1
35	23040564127	SALMA SALSABILA ZERA CITRA	2023	100%	80	82	84	86	83.2	A-	1
36	23040564128	ADITYA RIFKI SEPTIAWAN	2023	93.75%	80	84	82	85	83.1	A-	1
37	23040564129	PRADITA RACHMI SEPTIANDINI	2023	100%	80	85	82	85	83.4	A-	1
38	23040564130	OKTAVIA TIA RAMADHANI	2023	100%	80	83	85	85	83.4	A-	1
39	23040564133	ABIYU SHABIR	2023	100%	80	84	84	85	83.5	A-	1
40	23040564134	NICO ATMAJA PRAJA PRATAMA	2023	100%	90	82	82	88	85.4	A	1
41	23040564135	LINTANG ABEL PIKADITHA	2023	100%	80	83	84	85	83.2	A-	1



Keterangan :

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No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23040564136	SITI NURHAYATI	2023	87.5%	90	80	80	85	83.5	A-	1
2	23040564137	BRENDA NABILA PRAMESTY	2023	100%	80	80	82	85	81.9	A-	1
3	23040564139	SALWA FAIZATUZ ZAHRO	2023	100%	80	80	82	85	81.9	A-	1
4	23040564140	ALYSSA AYU DIA SAFITRI	2023	100%	90	80	82	85	83.9	A-	1
5	23040564141	MUHAMMAD RAIHAN FAJRIANSYAH	2023	87.5%	90	80	82	85	83.9	A-	1
6	23040564142	RIYANDHA DWI SAPUTRA	2023	100%	90	85	82	85	85.4	A	1
7	23040564143	ABIYU RAHUL AMIN	2023	93.75%	90	85	82	85	85.4	A	1
8	23040564144	DEFY AYU AMILLYA	2023	100%	80	80	82	85	81.9	A-	1
9	23040564145	MOHAMMAD HASBI ROFIQI	2023	87.5%	90	80	82	85	83.9	A-	1
10	23040564146	HADI BAGUS SETIAWAN	2023	100%	90	80	82	85	83.9	A-	1
11	23040564147	NAJWA AZ ZAHRA	2023	93.75%	90	80	82	85	83.9	A-	1
12	23040564148	AILUL AFINDA	2023	100%	90	80	82	85	83.9	A-	1
13	23040564150	ALVIOLA TRI RAHMAWATI	2023	100%	90	80	82	85	83.9	A-	1
14	23040564151	MOCHAMAD DIMAS NUR HIDAYATULLOH	2023	87.5%	90	80	82	85	83.9	A-	1
15	23040564152	RAHMADHANI AULIA ROSIDI	2023	100%	90	80	82	85	83.9	A-	1
16	23040564153	IMROATUS SHOLIHAH	2023	100%	90	80	82	85	83.9	A-	1
17	23040564154	ZANNUBA NILASARI	2023	100%	90	80	82	85	83.9	A-	1
18	23040564155	HANAOKTARIAN ANGELICA TINAMBUNAN	2023	93.75%	90	80	82	85	83.9	A-	1
19	23040564156	FIRNA DWI MAULIDINA	2023	100%	90	80	82	85	83.9	A-	1
20	23040564157	ANANDA AZZIZAH FAUZIAH	2023	100%	100	80	82	85	85.9	A	1
21	23040564158	MAHARANI DEWI ANGGINI	2023	100%	100	80	82	85	85.9	A	1
22	23040564159	CHERYL AMMARA PARAMESTI	2023	100%	90	80	82	85	83.9	A-	1
23	23040564160	MUHAMMAD RIDHO HISHAM MILANO	2023	100%	90	80	82	85	83.9	A-	1
24	23040564161	VELLYSIA YUWIKHA VELANYE	2023	93.75%	90	80	82	85	83.9	A-	1
25	23040564162	FERDYANSYAH EARLY ENDFA PUTRA	2023	93.75%	90	80	82	82	83	A-	1
26	23040564163	MAHISA INDRA RAMA	2023	100%	90	80	82	85	83.9	A-	1
27	23040564164	WULAN NOVIANTI	2023	100%	90	80	82	85	83.9	A-	1
28	23040564165	FADILLAH PUTRI PRI UTARI	2023	100%	90	80	82	85	83.9	A-	1
29	23040564166	RENDIKA BAGUS SAPUTRA	2023	93.75%	90	80	82	80	82.4	A-	1
30	23040564167	FARIDA HAKIM	2023	100%	100	80	82	85	85.9	A	1
31	23040564168	MUHAMMAD RAFLI FERDIANSYAH	2023	100%	90	80	82	85	83.9	A-	1
32	23040564169	ASIFA MARSYA ARDIANTI	2023	100%	90	80	82	85	83.9	A-	1
33	23040564170	LULUK WIDYAWATI	2023	100%	90	80	82	85	83.9	A-	1
34	23040564171	NEVENIA EARLITA SIMA	2023	100%	90	80	82	85	83.9	A-	1
35	23040564172	RAGIL WAHYU AGUSTIN	2023	100%	90	80	82	85	83.9	A-	1
36	23040564173	APRILIA DWI NURYANTO	2023	100%	90	80	82	85	83.9	A-	1
37	23040564174	UMMU CHALIMATUS SA'DIYAH	2023	100%	90	80	82	85	83.9	A-	1
38	23040564175	ACHMAD ALIFUN NASAQ	2023	100%	90	80	82	80	82.4	A-	1
39	23040564176	MOH FAIZUR RAHMADHANI	2023	93.75%	90	80	82	85	83.9	A-	1
40	23040564177	HANI AZZAHRA ADINDA PRICILLIA	2023	93.75%	90	80	82	85	83.9	A-	1
41	23040564178	EKA RIZKY FARDIANSYAH	2023	100%	90	80	82	85	83.9	A-	1
42	23040564179	ALGI DEWANTARA ANDIKA FIRDIAN	2023	87.5%	90	80	82	80	82.4	A-	1
43	23040564180	VINDHY EQUILLA VOLVOLENSZA NOVA OCTALINE WILLIAM	2023	81.25%	80	82	84	87	83.5	A-	1



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No	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	Pakai
1	23040564181	HENRI SETYA VAN LODI	2023	100%	90	80	82	85	83.9	A-	1
2	23040564182	AKHMAD MAULANA NASHRULLAH THOHIR	2023	100%	90	80	82	85	83.9	A-	1
3	23040564183	NATASYA CHRISTIN HASIAN NAPITUPULU	2023	100%	100	80	82	85	85.9	A	1
4	23040564184	VARIRA PRIANTITJA BIDJAKSANA	2023	100%	100	80	82	85	85.9	A	1
5	23040564185	JIHAN ROHADATUL 'AISY'	2023	100%	90	80	82	85	83.9	A-	1
6	23040564187	ZIDANE ARROSYID	2023	75%	70	60	70	70	67	B-	1
7	23040564188	NUR ROCHMAH MUTIARA JINGGA	2023	100%	90	80	82	85	83.9	A-	1
8	23040564189	DIVA MAHKOTA PUTRI	2023	100%	90	80	82	85	83.9	A-	1
9	23040564190	MARCELLA CAESA ANDINI	2023	93.75%	90	80	82	85	83.9	A-	1
10	23040564191	ATHAYA KHAISYAH AZIRA	2023	93.75%	90	80	82	85	83.9	A-	1
11	23040564192	DIASTI PUSPITASARI	2023	100%	90	80	82	85	83.9	A-	1
12	23040564195	NAJWA ZANETTY CAHYAPUTRI	2023	100%	90	80	82	85	83.9	A-	1
13	23040564197	RAHMA NUR MAYASARI	2023	100%	100	80	82	85	85.9	A	1
14	23040564198	DIESTA TANESYA	2023	100%	100	80	82	85	85.9	A	1
15	23040564199	DAVINA AVRIEL SOEPIYAN	2023	100%	90	80	82	85	83.9	A-	1
16	23040564200	AVIOLA DHEYA ELZANANDA	2023	93.75%	90	80	82	85	83.9	A-	1
17	23040564201	GEMA AKBAR FIRMANSYAH	2023	93.75%	90	80	82	85	83.9	A-	1
18	23040564204	ZAKIA NANDA ISLAMI	2023	100%	90	80	82	85	83.9	A-	1
19	23040564205	NAILY KAMILA HUDA	2023	100%	80	80	82	85	81.9	A-	1
20	23040564206	NABILAH FIRDANI	2023	100%	100	80	82	85	85.9	A	1
21	23040564207	NINDYA FEBRIANI MARINA	2023	100%	90	80	82	85	83.9	A-	1
22	23040564208	KATRINA HASDIN	2023	100%	90	80	82	85	83.9	A-	1
23	23040564209	SAIFUL HASAN	2023	100%	90	80	82	85	83.9	A-	1
24	23040564210	AZZA AZIZAH NOVALIA RIZQ MAULITA	2023	100%	90	80	82	85	83.9	A-	1
25	23040564211	PINKY DWI ASTUTI	2023	100%	100	80	82	85	85.9	A	1
26	23040564212	DEVY APRILYA SALSABILA	2023	100%	90	80	82	85	83.9	A-	1
27	23040564213	MUTIARA RAMADHANI PUTRI RISMAWAN	2023	100%	90	80	82	85	83.9	A-	1
28	23040564214	HESTI AMELIA MAWARDANI	2023	100%	100	80	82	85	85.9	A	1
29	23040564215	INDRI NURUL KUMALASARI	2023	100%	100	80	82	85	85.9	A	1
30	23040564216	RICHARDO JETHRO SANJAYA	2023	75%	90	80	82	85	83.9	A-	1
31	23040564217	DEWI SITI 'AISAH	2023	100%	100	80	82	85	85.9	A	1
32	23040564218	CLARISSA AYU FITRI RAMADHANI	2023	100%	100	80	82	85	85.9	A	1
33	23040564219	NAZWA AQLAH WIDAGDO	2023	93.75%	90	80	82	85	83.9	A-	1
34	23040564221	NIKEN AYU ZAHRA NABILA	2023	100%	90	80	82	85	83.9	A-	1
35	23040564222	BYMANYU MUSHALLIN WASHI	2023	100%	100	80	82	85	85.9	A	1
36	23040564223	ERINA ARZABEL RUSDI	2023	100%	100	80	82	85	85.9	A	1
37	23040564224	ACH AFIF SYAIFULLOH	2023	93.75%	90	80	82	85	83.9	A-	1
38	23040564225	AJENG DAMAYANTI	2023	100%	90	80	82	85	83.9	A-	1

PORTOFOLIO FOR
“RURAL SOCIOLOGY”
ACADEMIC YEAR 2024 / 2025

MODULE COORDINATOR:

Dr. Sugeng Harianto, M.Si

TEAMS :

Rizky Trisna Putri, S.P., M.Si.

Pambudi Handoyo, S.Sos, M.A.

Khalid Syaifullah, S.Sos., M.Si.

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APPENDICES

Appendix 1

Student's Assignment Rubric

Appendix 2

- 1. Course Activities Records
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A. Learning Activities Plan

1. Course Identity

Module Name : Rural Sociology
Module Level : Undergraduate Programme
Course Code : 6920103287
Semester/term : 3 / Odd
Module Coordinator : Dr. Sugeng Harianto, M.Si.
Lectures :
Rizky Trisna Putri, S.P., M.Si.
Pambudi Handoyo, S.Sos., M.A.
Khalid Syaifullah, S.Sos., M.Si.

Language : English/Indonesia

Classification within the teaching : Core Mandatory

Teaching : Each week consists of 3 x 50 minutes of lectures (50 minutes/hour)

Format/class per week during semester workload : 3x50 minutes of lectures

Course credits : 3

Requirements Learning General Competence goals/competence :

This course focuses on two things: This course aims to provide students with an in-depth understanding of the social, economic, cultural, and political dynamics of rural communities, drawing on relevant sociological theories and concepts. Students will learn various approaches to analyzing social problems, social change, and community empowerment in rural areas. In addition, they are trained to conduct field research, analyze data, and prepare research reports systematically and evidence-based. Through this learning, students are expected to demonstrate religious, national, and academic ethical values; work collaboratively and innovatively; and make informed decisions in the context of rural community development and empowerment with local and global insights.

Contents : Rural Studies from Sociological Point of View.

Attribute of soft skill : Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/ in writing related to solving problem.

Study/Exam Achiev : Student are considered competent and pass if they receive the final grade at least C

Final grades is calculated according to formula= (0.15 x participation) + (0,50 x product) + (0,15 x performance) + (0,20 x exam paper)) Conversion of the 0-100 scale to 0-4 scale and the letters are arranged as follows:

NA Interval (out of 100)	Grade Point	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

Form of media : power point slides

References : Books/ Journal

1. Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publication.
2. Adiwibowo, Soeryo. Dkk. Penyunting. Ranah Kajian Sosiologi Pedesaan. Bogor: Departemen Komunikasi Pengembangan Masyarakat Institut Pertanian Bogor.
3. Scott, James C.. 1995. Moral Ekonomi Petani. Terjemahan. Jakarta: Yayasan Obor Indonesia.
4. Scott, James C.. 1996. Perlawanan Kaum Tani. Terjemahan. Jakarta: Yayasan Obor Indonesia.
5. Chambers, Robert. 1996. Pembangunan Desa Mulai dari Belakang. Terjemahan. Jakarta: LP3ES.
6. Tjondronegoro, Sediono M.P.. 1984. Dua Abad Penguasaan Tanah. Pola Penguasaan Tanah Pertanian di Jawa dari Masa ke Masa. Jakarta: Gramedia Pustaka Utama.
7. Bernstein Henry. 2019. Dinamika Kelas dalam Perubahan Agraria. Yogyakarta: INSISTPress.
8. Wiradi, Gunawan. 2009. Metodologi Studi Agraria: Karya Terpilih Gunawan Wiradi. Bogor: Sajogyo Institute.
9. Handoyo. P, Nurjanah I, Mulyaningtyas R.D, 2024, Penguatan Teknologi & Manajemen Gapoktan Kopi Kelud sebagai Produk Unggulan dan Produk Pendukung Inisiasi Agro-eduekowisata di Kabupaten Kediri, PKM DRPM
10. Putri, Rizky Trisna, et.al, 2025. Transformation of Jodang from Tradition into Politics. The SARPASS, Vol. 4, No. 2, June 2025.
11. Putri, R. T., Sjaf, S., & Wahyuni, E. S. (2021). Kontestasi Aktor dalam Pengelolaan Dana Desa Actor Contestation in Village Fund Management. Sodality Jurnal Sosiologi Pedesaan, 09(03).
12. Putri, R. T., Harianto, S., & Ismail, I. (2025). Integrating Mangrove Ecosystems and Non-Fish Fisheries for Sustainable Coastal Economies in Madura. Egyptian Journal of Aquatic Biology & Fisheries, 29(3), 3207–3220.
13. Putri, R. T., Ismail, I., Mulyadi, F., Purnama, S. M., & Wardani, M. P. (2025). A Systematic Review on Economic Vulnerability and Sustainability of Small- Scale Fisheries in Madura. Egyptian Journal of Aquatic Biology & Fisheries, 29(4), 283–301.

14. Putri, R. T., & Reza, S. (2018). Peran Penyuluh Pertanian Terhadap Penerapan Teknologi Tanam Jajar Legowo 2:1 (Kasus Kelompok Tani Gotong Royong 2 di Desa Klaseman, Kabupaten Probolinggo). *Jurnal Ekonomi Pertanian Dan Agribisnis (JEPA)*, 2(3), 167–178.
15. Harianto, S., Pribadi, F., Suryanto, M., & Hadi, H. K. (2025). Mengentaskan Kemiskinan Desa: Anatomi, Teori, Pendekatan, dan Model Program Peti Koin Bermantra (R. H. Listyani (ed.); pertama). Intrans Publishing.

2. Course Topic

This topic is analyze about social phenomena in rural area.

3. Lesson Plan

		Universitas Negeri Surabaya Faculty of Social and Political Sciences, Undergraduate Program in Sociology					Document Code
SEMESTER LEARNING PLAN							
Course	CODE	Course Group	Credit Weight			SEMESTER	Date of Compilation
Rural Sociology	6920103214	Compulsory Curriculum Courses - Institutional	T=3	P=0	ECTS=4.77	3	December 12, 2024
AUTHORIZATION	SP Developer		Course Group Coordinator		Study Program Coordinator		
	Dr. Sugeng Harianto, M.Si. Rizky Trisna Putri, S.P., M.Si.		-		AGUS MACHFUD FAUZI		
Learning model	Case Study						
Program Learning Outcomes (PLO)	PLO Study program that is charged to the course						
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties					
	PLO-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character					
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field.					
	PLO-6	Mastering knowledge about education, school communities and inclusive communities;					
	Program Objectives (PO)						
	PO - 1	Students are able to demonstrate religious, national, national cultural values, and academic ethics in analyzing and solving social problems in rural communities.					
	PO - 2	Students are able to demonstrate a resilient, collaborative, adaptive, innovative, and inclusive character, as well as an entrepreneurial spirit in conducting research, community service, and empowering rural communities.					
	PO - 3	Students are able to develop logical, critical, systematic, and creative thinking in analyzing social problems, social change, and empowerment of rural communities based on sociological theories and concepts.					
	PO - 4	Students are able to master knowledge about social problems in rural areas, their causes, and the social changes that occur, with a focus on the development and empowerment of rural communities.					
	PO - 5	Students are able to identify the characteristics of individuals, families, and village communities, as well as analyze social problems and social change using sociological research concepts, theories, and methodologies with local and global perspectives.					
	PLO-PO Matrix						
			PO	PLO-1	PLO-2	PLO-3	PLO-6
	PO-1		✓				
	PO-2			✓			
	PO-3				✓		
	PO-4					✓	
	PO-5				✓		
PO Matrix for Final Abilities of Each Learning Stage (Sub-PO)							

	PO	Week To															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		PO-1							✓								✓
		PO-2												✓	✓	✓	
		PO-3	✓														
		PO-4		✓	✓				✓								
PO-5				✓	✓	✓			✓	✓	✓	✓					

Brief Description of Course This course aims to provide students with an in-depth understanding of the social, economic, cultural, and political dynamics of rural communities, drawing on relevant sociological theories and concepts. Students will learn various approaches to analyzing social problems, social change, and community empowerment in rural areas. In addition, they are trained to conduct field research, analyze data, and prepare research reports systematically and evidence-based. Through this learning, students are expected to demonstrate religious, national, and academic ethical values; work collaboratively and innovatively; and make informed decisions in the context of rural community development and empowerment with local and global insights.

Library **Main :**

16. Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publication.
17. Adiwibowo, Soeryo. Dkk. Penyunting. Ranah Kajian Sosiologi Pedesaan. Bogor: Departemen Komunikasi Pengembangan Masyarakat Institut Pertanian Bogor.
18. Scott, James C.. 1995. Moral Ekonomi Petani. Terjemahan. Jakarta: Yayasan Obor Indonesia.
19. Scott, James C.. 1996. Perlawanan Kaum Tani. Terjemahan. Jakarta: Yayasan Obor Indonesia.
20. Chambers, Robert. 1996. Pembangunan Desa Mulai dari Belakang. Terjemahan. Jakarta: LP3ES.
21. Tjondronegoro, Sediono M.P.. 1984. Dua Abad Penguasaan Tanah. Pola Penguasaan Tanah Pertanian di Jawa dari Masa ke Masa. Jakarta: Gramedia Pustaka Utama.
22. Bernstein Henry. 2019. Dinamika Kelas dalam Perubahan Agraria. Yogyakarta: INSISTPress.
23. Wiradi, Gunawan. 2009. Metodologi Studi Agraria: Karya Terpilih Gunawan Wiradi. Bogor: Sajogyo Institute.
24. Handoyo. P, Nurjanah I, Mulyaningtyas R.D, 2024, Penguatan Teknologi & Manajemen Gapoktan Kopi Kelud sebagai Produk Unggulan dan Produk Pendukung Inisiasi Agro-eduekowisata di Kabupaten Kediri, PKM DRPM

25. Putri, Rizky Trisna, et.al, 2025. Transformation of Jodang from Tradition into Politics. The SARPASS, Vol. 4, No. 2, June 2025.
26. Putri, R. T., Sjaf, S., & Wahyuni, E. S. (2021). Kontestasi Aktor dalam Pengelolaan Dana Desa Actor Contestation in Village Fund Management. Sodality Jurnal Sosiologi Pedesaan, 09(03).
27. Putri, R. T., Harianto, S., & Ismail, I. (2025). Integrating Mangrove Ecosystems and Non-Fish Fisheries for Sustainable Coastal Economies in Madura. Egyptian Journal of Aquatic Biology & Fisheries, 29(3), 3207–3220.
28. Putri, R. T., Ismail, I., Mulyadi, F., Purnama, S. M., & Wardani, M. P. (2025). A Systematic Review on Economic Vulnerability and Sustainability of Small-Scale Fisheries in Madura. Egyptian Journal of Aquatic Biology & Fisheries, 29(4), 283–301.
29. Putri, R. T., & Reza, S. (2018). Peran Penyuluh Pertanian Terhadap Penerapan Teknologi Tanam Jajar Legowo 2:1 (Kasus Kelompok Tani Gotong Royong 2 di Desa Klaseman, Kabupaten Probolinggo). Jurnal Ekonomi Pertanian Dan Agribisnis (JEPA), 2(3), 167–178.
30. Harianto, S., Pribadi, F., Suryanto, M., & Hadi, H. K. (2025). Mengentaskan Kemiskinan Desa: Anatomi, Teori, Pendekatan, dan Model Program Peti Koin Bermantra (R. H. Listyani (ed.); pertama). Intrans Publishing.

Supporters:

1.

Supporting lecturer SUGENG HARIANTO
PAMBUDI HANDOYO
KHALID SYAIFULLAH
RIZKY TRISNA PUTRI

Week 4	Final ability of each learning stage (Sub-PO)	Evaluation		Learning Assistance, Learning methods, Student Assignments, [Estimated Time]		Learning materials [Library]	Assessment Weight (%)
		Indicator	Criteria & Forms	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Explaining the meaning of rural sociology 2. Identifying the formal and material objects of rural sociology	1. Explaining the meaning and scope of rural sociology studies 2. Identifying the role of rural sociology in understanding society	Criteria: Knowledge: 45%, Skills: 45%, Attitude: 10% Assessment Form : Participatory Activities, Project Result Assessment / Product Assessment	Expository, Group Discussion 3 X 50	3 x 50	Material: Focus of rural sociology studies covering formal and material objects in the context of rural society. Bibliography: Adiwibowo, Soeryo. Et al. Editors. Area of Rural Sociology Studies. Bogor: Department of Community Development Communication, Bogor Agricultural University.	5%

2	Analyzing the object of study of rural sociology from the perspective of major theories	<p>1. Identify sociological theories related to rural areas (Emile Durkheim, Max Weber, Ferdinand Tonnies, Robert K. Merton, James Scott, Samuel Popkin)</p> <p>2. Comparing theoretical perspectives in explaining the dynamics of rural communities</p>	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activities, Project Result Assessment / Product Assessment</p>	Constructivist, Group Discussion 3 X 50	Constructivist Approach/Case Method Learning Model 3 x 50	<p>Material: Analysis of rural community dynamics using classical and contemporary sociological theories.</p> <p>References: <i>Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publication.</i></p>	5%
3	<p>1. Explain the meaning of the rural economic system</p> <p>2. Identifying economic activities in rural areas</p>	<p>1. Explaining the rural economic system based on theory</p> <p>2. Analyzing economic activity patterns and challenges of rural communities</p>	<p>Criteria:</p> <p>1. Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>2.</p> <p>Assessment Form : Participatory Activities, Project Result Assessment / Product Assessment</p>	Expository, Case Study 3 X 50	Expository, Case Study 3 x 50	<p>Material: The rural economic system includes subsistence economic activities to modernization in rural areas.</p> <p>Bibliography: <i>Chambers, Robert. 1996. Village Development Starting from Behind. Translation. Jakarta: LP3ES.</i></p> <p>Material: Economic vulnerability of rural fishing communities</p> <p>References: <i>Putri, RT, Ismail, I, Mulyadi, F., Purnama, SM, & Wardani, MP (2025). A Systematic Review on Economic Vulnerability and Sustainability of Small-Scale Fisheries in Madura. Egyptian Journal of Aquatic Biology & Fisheries, 29(4), 283–301.</i></p> <p>Material: Case study of economic vulnerability of fishing communities</p> <p>References: <i>Putri, RT, Harianto, S., & Ismail, I. (2025). Integrating Mangrove Ecosystems and Non-Fish Fisheries for Sustainable Coastal Economies in Madura. Egyptian</i></p>	5%

						<i>Journal of Aquatic Biology & Fisheries,</i> 29(3), 3207– 3220.
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4	<p>1. Explaining the meaning of rural social systems</p> <p>2. Identifying social activities in village communities</p>	<p>1. Explaining the meaning of social systems in a rural context</p> <p>2. Identifying patterns of social relations in village communities</p>	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	<p>Expository, Group Discussion 3 X 50</p>	<p>Expository, Group Discussion 3 x 50</p>	<p>Material: Social systems in rural communities, including social relations patterns based on traditional values.</p> <p>Bibliography: <i>Adiwibowo, Soeryo. Et al. Editors. Rural Sociology Study Area. Bogor: Department of Community Development Communication, Bogor Agricultural University.</i></p> <p>Material: Explanation of the social system related to the role of agricultural extension workers</p> <p>References: <i>Putri, RT, & Reza, S. (2018). The Role of Agricultural Extension Workers in the Implementation of Jajar Legowo 2:1 Planting Technology (Case of the Gotong Royong Farmers Group 2 in Klaseman Village, Probolinggo Regency). Journal of Agricultural Economics and Agribusiness (JEPA), 2(3), 167–178.</i></p>	3%
5	<p>1. Explaining the meaning of rural culture</p> <p>2. Identifying local values and traditions in village communities</p>	<p>1. Identifying cultural values and traditions of rural communities</p> <p>2. Analyzing the influence of local culture on rural social dynamics</p>	<p>Criteria: 1. Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>2. 3.</p> <p>Assessment Form : Participatory Activity</p>	<p>Expository, Group Discussion 3 X 50</p>	<p>Expository, Group Discussion 3 x 50</p>	<p>Subject: Local rural culture and the role of traditional values in social structure.</p> <p>References: <i>Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publication.</i></p> <p>Material: Case study of cultural function transformation in rural areas</p> <p>References: <i>Putri, Rizky Trisna, et.al, 2025. Transformation of Jodang from Tradition into Politics. The SARPASS, Vol. 4, No. 2, June 2025.</i></p>	3%

6	<p>1. Explaining the local political system in rural areas</p> <p>2. Identifying the role of political participation in village communities</p>	<p>1. Explaining the local political system and village citizen participation</p> <p>2. Identifying decision-making patterns in rural communities</p>	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	<p>Expository, Group Discussion 3 X 50</p>	<p>Expository, Group Discussion 3 x 50</p>	<p>Material: Political system in rural areas and the role of citizen participation in the decision-making process. Bibliography: <i>Adiwibowo, Soeryo. Et al. Editors. Rural Sociology Study Area. Bogor: Department of Community Development Communication, Bogor Agricultural University.</i></p> <hr/> <p>Material: Examples of political cases in rural areas References: <i>Putri, Rizky Trisna, et.al, 2025. Transformation of Jodang from Tradition into Politics. The SARPASS, Vol. 4, No. 2, June 2025.</i></p>	3%
7	<p>1. Explaining land ownership patterns in rural areas</p> <p>2. Analyzing land conflicts in rural communities</p>	<p>1. Identifying land tenure patterns and their impacts</p> <p>2. Analyzing agrarian conflict cases in a rural social context</p>	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Participatory Activity</p>	<p>Expository, Case Study 3 X 50</p>	<p>Expository, Case Study 3 x 50</p>	<p>Material: Land conflict as part of social and economic dynamics in rural communities. References: <i>Scott, James C., 1995. Moral Economy of Farmers. Translation. Jakarta: Yayasan Obor Indonesia.</i></p> <hr/> <p>Material: Land conflict as part of social and economic dynamics in rural communities. Bibliography: <i>Bernstein H. 2019. Class Dynamics in Agrarian Change. Yogyakarta: INSISTPress.</i></p>	4%
8	<p>Integrating rural social theories, concepts and analysis to answer the problems that have been studied</p>	<p>Able to use rural sociology theories and concepts to explain social phenomena</p>	<p>Criteria: Able to use rural sociology theories and concepts to explain social phenomena</p> <p>Assessment Form : Portfolio Assessment, Test</p>	<p>Mid-term exam in class 2 X 50</p>		<p>Material: Mid-Semester Exam Reference:</p>	11%

9	Formulating the background and problems of rural social research	1. Formulate the background systematically 2. Identifying problems relevant to rural social research	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Project Result Assessment / Product Assessment, Practice / Performance</p>	Constructivist Approach/Project Based Learning Model	Constructivist Approach/Project Based Learning Model 3 x 50	<p>Material: Formulating the background and social problems based on the study of social change in rural communities.</p> <p>Bibliography: <i>Wiradi, Gunawan. 2009. Agrarian Study Methodology: Selected Works of Gunawan Wiradi. Bogor: Sajogyo Institute.</i></p> <p>Material: Examples of application of theory in journals</p> <p>References: <i>Putri, RT, Sjaf, S., & Wahyuni, ES (2021). Actor Contestation in Village Fund Management. Sodality Journal of Rural Sociology, 09(03).</i></p>	7%
10	1. Compile a literature review based on relevant theories 2. Identifying research novelty	1. Formulating research novelty 2. Formulate theories that are relevant to research problems 3. Developing a systematic literature review framework	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Assessment Form : Project Result Assessment / Product Assessment, Portfolio Assessment</p>	Constructivist Approach/Project Based Learning Model	Constructivist Approach/Project Based Learning Model 3 x 50	<p>Material: Analysis of literature and theories supporting the study of social change in rural communities.</p> <p>Bibliography: <i>Cloke, Paul, Terry Marsden, and Patrick H. Mooney. 2006. Handbook of Rural Studies. New Delhi: Sage Publication.</i></p>	5%
11	Formulating a relevant research approach	1. Formulating a research approach 2. Formulate the location and time of research 3. Formulating the population/respondents/research subjects 4. Formulate data collection techniques 5. Formulating data analysis techniques 6. Determining the research approach (qualitative/quantitative)	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivist Approach/Project Based Learning Model 3 X 50	Constructivist Approach/Project Based Learning Model	<p>Material: Relevant research approaches to identify social and economic problems in rural areas.</p> <p>Bibliography: <i>Chambers, Robert. 1996. Village Development Starting from Behind. Translation. Jakarta: LP3ES.</i></p> <p>Material: Relevant research approaches to identify social and economic problems in rural areas.</p> <p>Bibliography: <i>Wiradi, Gunawan. 2009. Agrarian Study Methodology: Selected Works of Gunawan Wiradi. Bogor: Sajogyo Institute.</i></p>	6%

12	Developing research instruments (questionnaires or interview guidelines)	Developing quantitative research instruments or developing qualitative research interview guidelines	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivist Approach/Project Based Learning Model	Constructivist Approach/Project Based Learning Model 3 x 50	<p>Material: Development of research instruments appropriate to the rural social context. Bibliography: <i>Wiradi, Gunawan. 2009. Agrarian Study Methodology: Selected Works of Gunawan Wiradi. Bogor: Sajogyo Institute.</i></p>	6%
13	Collecting data in the field	1. Conducting field data collection 2. Able to use research instruments correctly	<p>Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Constructivist/problem-based learning model/small research	Constructivist/problem-based learning model/small research 3 x 50	<p>Material: Field data collection on social and economic dynamics in rural communities. References: <i>Scott, James C.. 1995. Moral Economy of Farmers. Translation. Jakarta: Yayasan Obor Indonesia.</i></p> <p>Material: Field data collection on social and economic dynamics in rural communities. References: <i>Scott, James C.. 1996. Peasant Resistance. Translation. Jakarta: Yayasan Obor Indonesia.</i></p> <p>Material: Field data collection on social and economic dynamics in rural communities. Bibliography: <i>Wiradi, Gunawan. 2009. Agrarian Study Methodology: Selected Works of Gunawan Wiradi. Bogor: Sajogyo Institute.</i></p> <p>Material: Field data collection on social and economic dynamics in rural communities. References: <i>Bernstein Henry. 2019. Class Dynamics in Agrarian Change. Yogyakarta: INSISTPress.</i></p>	7%

14	1. Collecting data in the field 2. Continue data collection in the field and ensure data validity	1. Managing collected data 2. Ensure that the data obtained can be used to answer research problems	Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Constructivist/problem-based learning model/small research	Constructivist/problem-based learning model/small research 3 x 50	Material: Verification and validation of field data to produce relevant analysis of social dynamics in the village. References: <i>Wiradi, Gunawan. 2009. Agrarian Study Methodology: Selected Works of Gunawan Wiradi. Bogor: Sajogyo Institute.</i>	7%
15	Analyze research data to compile a systematic report	1. Perform data processing 2. Conduct data analysis 3. Compiling a research report	Criteria: Assessment benchmarks: Knowledge 45%, Skills 45%, and Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Constructivist Approach/Project Based Learning Model	Constructivist Approach/Project Based Learning Model 3 x 50	Material: Preparation of research reports based on data and social analysis of rural communities. Bibliography: <i>Wiradi, Gunawan. 2009. Agrarian Study Methodology: Selected Works of Gunawan Wiradi. Bogor: Sajogyo Institute.</i>	7%
16	With the Final Semester Exam, you can measure CPMK 1 - CPMK 5	Able to analyze, make reports, and present the results of field studies related to contemporary rural phenomena	Criteria: Able to analyze, make reports, and present the results of field studies related to contemporary rural phenomena Form of Assessment : Project Results Assessment / Product Assessment, Test	Final Exam in class 2 x 50		Material: Final Semester Exam Library:	16%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20.5%
2.	Project Result Assessment / Product Assessment	54.5%
3.	Portfolio Assessment	8%
4.	Practice / Demonstration	3.5%
5.	Test	13.5%
		100%

Notes

- Study Program Graduate Learning Outcomes (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of the study program obtained through the learning process.
- The PLO assigned to a course** is a number of learning outcomes of study program graduates (CPL-Study Program) which are used to form/develop a course consisting of aspects of attitude, general skills, specific skills and knowledge.
- Program Objectives (PO)** are the abilities that are specifically described in the PLO that are assigned to the course, and are specific to the study material or learning material of the course.
- Sub-PO Course (Sub-PO)** is a capability that is specifically described from PO that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and results of student learning are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment criteria** are benchmarks used to measure or quantify learning achievement in assessments based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
- The assessment weight** is the percentage of the assessment for each sub-PO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-PO, and the total is 100%.
- TM=Face to Face, PT=Structured Assignment, BM=Independent Learning.

Coordinator of the Undergraduate
Program in Sociology



AGUS MACHFUD FAUZI NIDN
0016087608

UPM Undergraduate Program in
Sociology



NIDN 0024097604



4. Course Assessment

a. Assessment Rubrics

i. Attitudes

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$0 \leq SA < 55$

ii. Knowledge

No	Aspect	Max Score
1	Planing: Background (clear = 3, not to clear =2, unclear=1) Problem Statement (good=3, fair=2, not accurate=1)	3 3
2	Implementation: a. Collecting data (Accurate=3, fair=2, not accurate=1) b. Completing data (complete=3, fair=2, incomplete=1) c. Data Analysis (good=3, fair=2, poor=1) d. Summary (good=3, fair=2, poor=1)	3 3 3 3
3	Reporting the result: a. student report (good=3, fair=2, poor=1) b. language (good=3, fair=2, poor=1) c. appearance (attractive=3, fair=2, not attractive=1)	3 3 3

iii. Skills/psychomotor

Aspect	Scale			
	Poor (Score 21 - 40)	Fair (Score 41-60)	Good (Score 61-80)	Excellent (Score ≥ 81)
Communication skill	The presenter was anxious, uncomfortable, and did not make eye contact with the participants	The presenter was calm, the intonation was flat, but lacking of eye contact with the participants	The presenter was calm, used right intonation and always makes eye contact with the participants	The presenter was enthusiastic, right intonation and can foster enthusiasm for the participants
Mastery the material	Always read notes	Sometimes read the notes	Talk without read the notes	Talk without read the notes and make
Ability to answer the question	Unaccurate	Accurate but lack of argument	Accurate but incomplete argument	Accurate and
Power point visualization	Not attractive	Attrative but not systematic	Attractive and systematic	Very attractive and systematic

b. Universitas Negeri Surabaya's Assesment System

Assesment Components	Percentage Contribution
Participatory Activities	80 %
Test	20 %

B. Course Evaluatiaon and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact Hours	Independent Study
3	4,77	4.620 minutes	2.520 minutes

2. Assesment of PLO and CLO

Course : Rural Sociology

SKS : 3 CU

Program Studi : Undergraduate Accounting Study Programme

Academic : 2024/2025

Participant : 2023 A, B, C, D, E

APPENDICES 1

Appendix 1

Student's Assignment Rubric

Aspect	Score			
	Good (4)	Fair (3)	Not Good (2)	Bad (1)
The Presentation systematics	The Presentation material is presented coherently and systematic	The Presentation material is presented coherently and but less systematic	The presentation material is presented less coherently and inadequately systematic	The presentation material is presented incoherently and is not systematic
The Presentation of slides	The slides contain important points of the material with an attractive presentation	The slide contains important points of the material with a less attractive presentation	The slides contain a lot of narrative material and the presentation is less interesting	The slides contain incomplete narrative material and the presentation is not attractive
Literature review	The slides generally refer to relevant Concept/Theory Exploration and refer to other relevant reference sources	The slides generally refer to relevant Concept/Theory Exploration	The slides only partially refer to the relevant Concept/Theory Exploration	The slides do not refer to relevant Concept/Theory Exploration
Individual work ethic	Complete assignments on time and actively discuss with lecturers in the process of completing assignments	Complete assignments on time	Delay in completing assignments in short periods	Late in completing assignments for a long period without notification
Organization of responses	Responses answer all instructions	Responses answer most of the instructions	Responses answer some instructions	Responses have not answered all instructions

APPENDICES 2

37.	23040564041	DANIA AFRO HUMAIRO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
38.	23040564042	SAFIRA AGUSTINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
39.	23040564043	INDAH MAULIDINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
40.	23040564044	ADELIA AZA ANHAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
41.	23040564045	CHINTYA ANGGIE PERMATASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
Tanda Tangan Dosen / Asisten																			

b. Course Log Book

		Surabaya State University Faculty of Social and Political Sciences Undergraduate Program in Sociology										Code Document		
		LECTURE JOURNAL												
COURSE / CLASSES			CODE			MK Cluster			WEIGHT (credits)			SEMESTER PERIOD		
Rural Sociology / Class 2023B			6620103214			Compulsory Curriculum Courses - Institutional			T=3 P=0 EC=4.77			3 2024/2025 Odd		
Description Short MK		This course aims to provide students with an in-depth understanding of the social, economic, cultural, and political dynamics of rural communities, drawing on relevant sociological theories and concepts. Students will learn various approaches to analyzing social problems, social change, and community empowerment in rural areas. In addition, they are trained to conduct field research, analyze data, and prepare research reports systematically and evidence-based. Through this learning, students are expected to demonstrate religious, national, and academic ethical values, work collaboratively and innovatively, and make informed decisions in the context of rural community development and empowerment with local and global insights.												
No	Final ability of each stage to learn (Sub-CPMK)	Evaluation		Learning Assistance, Learning methods, Student Assignments		Material Learning [Library]	Weight Evaluation (%)							
		Indicator	Criteria & Forms	Offline	Online									
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)							
1	1. Explain the meaning of rural sociology 2. Identifying the formal and material objects of rural sociology	1. Explain the meaning and scope of rural sociology studies 2. Identify the role rural sociology in understanding society	Criteria: Knowledge: 45%, Skills: 45%, Attitude: 10% Assessment Form : Participatory Activities, Project Results Assessment/ Product Assessment	Expository, Discussion Group 3 X 50	3 x 50	Material: Focus of rural sociological studies covering formal and material objects in the context of village society. Library: Adiwibowo, Soeryo, et al. Editor: <i>The Field of Rural Sociology Studies</i> . Bogor: Department of Communication Community Development of Bogor Agricultural Institute.	5%							
1st meeting Date : September 8, 2024 Topic : Explaining the Object of Study of Rural Sociology Number of Students: 41 Lecturer : Rizky Triana Putri, SP, M.Si.														

d. Sample of Student's Answer to Final Test

Students : Afeefah S.

Class : 2023 B

1. Explain the problem or phenomena that you found in the village and analyze it with theories

One common phenomenon in Indonesian villages is **rural-urban migration**. Many young villagers migrate to cities for work, leaving behind an aging population in the village. This creates social problems such as lack of labor in agriculture, weakening of traditional institutions, and dependency on remittances.

- Using **Push and Pull Theory (Everett Lee)**: Push factors include limited job opportunities and low income in villages, while pull factors include better wages and facilities in cities.
- From a **Functionalist perspective (Talcott Parsons)**: migration destabilizes the equilibrium of village society because traditional roles (farmers, community leaders, cultural preservers) are disrupted.

2. Explain the social typology of village society according to Max Weber

Max Weber classified society based on **social action and authority**. In village society:

- **Traditional authority** dominates, where leaders are respected because of customs and traditions (e.g., village heads, religious leaders, elders).
- **Charismatic authority** may appear when a figure with special influence (such as a respected kyai, healer, or local activist) gains followers.
- **Rational-legal authority** is gradually introduced through government bureaucracy (e.g., village administration, laws on village funds). Thus, village social typology can be understood as a combination of **traditional values with gradual rationalization**.

3. Explain the social typology of village society according to Emile Durkheim

Durkheim analyzed society through the concept of **solidarity**:

- In villages, social life is dominated by **mechanical solidarity**: people are bound by similarity, collective conscience, kinship, and shared values (e.g., cooperation in harvest, gotong royong, communal rituals).
- However, modernization brings **organic solidarity** elements: division of labor grows, some villagers become traders, migrant workers, or entrepreneurs, creating interdependence but also social differentiation.

4. Analyze using theories and examples about the subsistence economy of rural communities

Many villages practice a **subsistence economy**, meaning they produce mainly for their own needs rather than for the market.

- According to **James C. Scott's "Subsistence Ethic"**, peasants prioritize survival over profit. They avoid risks that might endanger their household food security.

- Example: Javanese farmers often keep part of the rice harvest for family consumption before selling the rest. They sometimes prefer planting crops like cassava or maize as a food buffer rather than shifting entirely to cash crops.
- This shows a rational economic decision rooted in **safety first principle** rather than profit maximization (contrast with classical economic theories).

5. Analyze using theory and examples about the reality of safety first in village communities in **Indonesia**

The principle of **safety first** in rural communities means prioritizing survival and security over economic risk.

- **Scott's "Moral Economy of the Peasant"** explains that peasants resist systems that endanger their subsistence.
- Example: Villagers often diversify their livelihoods (farming, small trade, seasonal labor) rather than relying solely on one risky source of income.
- Another example is **arisan (rotating savings group)** in villages, which serves as social insurance to reduce economic vulnerability.
- This principle highlights that the village economy is not just about maximizing income but **ensuring household survival and social safety nets**.

6. Analyze the life of village communities from social, political and cultural aspects

- **Social aspect:** Strong kinship ties, communal activities (gotong royong, kenduri), and informal control through norms and traditions. Social stratification often depends on land ownership, lineage, and religious roles.
- **Political aspect:** Leadership is often a blend of traditional and modern governance. Village heads (kepala desa) are formally elected, but traditional leaders (tokoh adat, kyai) still hold influence. Decision-making combines **democratic procedures with customary authority**.
- **Cultural aspect:** Local wisdom, rituals, and adat are preserved. However, modernization and media bring cultural change (e.g., younger generations preferring urban lifestyles, shifting marriage traditions, consumer culture entering rural life).

e. Sample of Students Assignment

The Effectiveness of Agriculture and Animal Husbandry on the Practice of Adhan in Religious Customs in Kradenan Village, Banyuwangi

Subagyo, Afeefah

S1 Sociology Faculty of Social and Political Sciences,

Surabaya State University

Afeefah.23008@mhs.ac.unesa.id

Abstract

This research explores the role of the call to prayer (adzan) and religious traditions in Kradenan Village, Banyuwangi, within the context of a community primarily composed of farmers and livestock breeders. Utilizing a qualitative approach with ethnographic interview methods, this study involved three informants: a farmer, a housewife, and a mosque imam. The interview results indicate that the adzan serves not only as a call to prayer but also as a time marker that regulates daily activities, reinforces religious values and traditions among the younger generation, and enhances social cohesion within the community. Émile Durkheim's functionalism theory is employed to analyze how the adhan contributes to creating social order and solidarity, functioning as a symbol that binds the community through the rhythm of daily life. This research reveals that despite the ongoing challenges of modernization, religious practices such as the call to prayer remain essential in maintaining social relationships and community identity, demonstrating the relevance of religion in everyday life in the modern era.

(Keywords: Adhan, Religion, Tradition)

2. Students Assesment Data set in 2024/2025 Academic Year

No	NIM	Name	Class	Presence	Participation	Task	Midterm	Final	NA	Grade
1	23040564001	RISMA AULIANA DEVI	2023	100%	80	78	88	78	80,4	A-
2	23040564002	NOFAN ANGGORO EKO SAPUTRO	2023	100%	78	85	78	64	75,9	B+
3	23040564003	ALFRIDA QOIRU ZAHRO	2023	100%	88	85	74	84	83,1	A-
4	23040564004	FARIS DWI FEBRIANTO	2023	100%	82	80	85	95	85,9	A
5	23040564005	DEVINA MARGARETHA FEBRIANTI	2023	100%	75	80	80	72	76,6	B+
6	23040564006	ARIELA DIANDRA NAJWA	2023	100%	80	80	70	78	77,4	B+
7	23040564007	SYAHNUN AISYAH ACHMAD	2023	100%	75	73	70	76	73,7	B
8	23040564008	AFEFAH SUBAGYO	2023	100%	80	85	71	85	81,2	A-
9	23040564009	NALA KEISHA ALSA PRANATHANIA	2023	100%	78	82	70	82	78,8	B+

10	23040564011	BERLIAN AMELIA SALSABILA	2023	100%	79	82	70	69	75,1	B+
11	23040564012	DEWINTA NURAINI	2023	100%	80	78	85	81	80,7	A-
12	23040564013	NAWANG WULAN	2023	100%	80	82	70	85	80,1	A-
13	23040564014	RAHMA SAFITRIANA	2023	100%	77	78	74	75	76,1	B+
14	23040564015	EKA ETHIKA	2023	100%	80	80	70	75	76,5	B+
15	23040564016	AMILINMASFUFAH	2023	100%	76	80	91	76	80,2	A-
16	23040564018	NIKHMATUL IKHIROH	2023	100%	80	88	81	52	74,2	B
17	23040564019	VIKA ANASTASYA EFFENDI	2023	100%	80	75	68	69	72,8	B
18	23040564020	MUHAMMAD FADHIL AZIIZ	2023	100%	77	80	72	80	77,8	B+
19	23040564021	NASHWA AQILA DANENDRA	2023	100%	80	78	70	84	78,6	B+
20	23040564022	ALEXANDER DICKO ONASIS	2023	100%	90	88	82	81	85,1	A
21	23040564023	ALIMA SALSABILA FATHONI	2023	100%	82	80	70	82	79	B+
22	23040564024	ALIVIA ANJELITA SYAFA RIZQI	2023	100%	78	82	77	83	80,5	A-
23	23040564025	AGIM JALA PAMUNGKAS	2023	100%	78	80	70	60	71,6	B
24	23040564026	MUHAMMAD ASHIM UBADILLAH	2023	100%	80	80	68	56	70,4	B
25	23040564027	NOVITRIYANI PUTRI LIBIN	2023	100%	78	77	78	89	81	A-
26	23040564028	AMELIA WULAN ANJAYANI	2023	100%	75	77	74	79	76,6	B+
27	23040564029	DIAN FILIPPO LAILY RAMADHAN	2023	100%	90	78	85	89	85,1	A
28	23040564030	AL FANNY MAULANA ARDHI TANJIYI	2023	100%	78	80	70	77	76,7	B+
29	23040564031	RAHMA REMADE LOLADESTYN	2023	100%	78	82	75	88	81,6	A-
30	23040564032	FAREL NAUFAL DZAKIRAH	2023	100%	80	75	70	83	77,4	B+
31	23040564033	NIA ISTNAINI FIRDAUS	2023	100%	80	77	85	82	80,7	A-
32	23040564034	DICKY JASMIARTO	2023	100%	88	85	83	86	85,5	A
33	23040564035	AZAHRA KURNIASARI	2023	100%	78	82	90	92	85,8	A
34	23040564036	INTAN AULIA REGITASARI	2023	100%	78	80	75	87	80,7	A-
35	23040564037	ALFAIRUS IRFAN ZIDNI	2023	100%	70	78	74	69	72,9	B
36	23040564039	INTAN FADIYAH	2023	100%	75	77	72	78	75,9	B+
37	23040564041	DANIA AFRO HUMAIRO	2023	100%	80	75	82	84	80,1	A-
38	23040564042	SAFIRA AGUSTINA	2023	100%	80	76	82	87	81,3	A-
39	23040564043	INDAH MAULIDINA	2023	100%	78	80	77	86	80,8	A-
40	23040564044	ADELIA AZA ANHAR CHINTYA ANGGIE	2023	100%	75	85	68	88	80,5	A-
41	23040564045	PERMATASARI	2023	100%	88	83	74	95	85,8	A

PORTOFOLIO FOR
“CULTURAL SOCIOLOGY”
ACADEMIC YEAR 2024 / 2025

MODULE COORDINATOR:
Arief Sudrajat, S.Ant., M.Si

TEAMS :
Arief Sudrajat, S.Ant., M.Si
Nur'aini Inayah, S.Pd., M.Sos
Rizky Trisna Putri, S.P., M.Si.

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 - 2. Course Topic
 - 3. Lesson Plan
 - 4. Course Assesment
 - a. Assesment Rubrics
 - b. Universitas Negeri Surabaya's Assesment System
- B. Course Evaluatiaon and Development
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APPENDICES

Appendix 1

Student's Assignment Rubric

Appendix 2

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 - b. Course Log Book
 - c. Sample of Test
 - d. Sample of Student's Answer to Mid-Term and Final Test
 - e. Sample of Students Assigment
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A. Learning Activities Plan

1. Course Identity

Module Name : Cultural Sociology
Module Level : Undergraduate Programme
Course Code : 6920102271
Semester/term : 3 / Odd
Module Coordinator : Arief Sudrajat, S.Ant., M.Si
Lectures :
Arief Sudrajat, S.Ant., M.Si
Nur'aini Inayah, S.Pd., M.Sos
Rizky Trisna Putri, S.P., M.Si.
Language : English/Indonesia
Classification within the teaching : Elective Course
Teaching : Each week consists of 2 x 50 minutes of lectures (50 minutes/hour)
Format/class per week during semester workload : 2x50 minutes of lectures
Course credits : 2

Requirements Learning General Competence goals/competence :

Cultural sociology is a course that discusses the analysis of culture in social life. This course will also explain the basic concepts of culture as a dimension of social life, theoretical and empirical works on various aspects of the role of culture in social life, the structural approaches of Durhemian and Marxism on culture, the process of cultural creation and its reception. Student are asked to analyze cultural phenomena occurring in society. The result of the analysis are presented in class. At the end of course, student are asked to write up the results of their analysis in the form of an article.

Contents : cultural structure, culture in various theoretical perspectives, cultural system, pop culture, interclass studies in culture, collective memory in cultural studies, Frankfurt School of Critical Theory.

Attribute of soft skill : Skilled in working independently, working together in collaborative teams, being responsible for both individual and team assignments, and communicating ideas, opinions, and arguments orally/ in writing related to solving problem.

Study/Exam Achiev : Student are considered competent and pass if they receive the final grade at least C

Final grades is calculated according to formula= (0,50 x participation) + (0,15 x product) + (0,15 x performance) + (0,20 x exam paper))

Conversion of the 0-100 scale to 0-4 scale and the letters are arranged as follows:

NA Interval (out of 100)	Grade Point	Letter Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

Form of media : power point slides

References : Books

1. Mark Jacobs, 2005. Companion To The Sociology Of Culture , Wiley-Blackwell
2. Cliffort Geertz, 2005. Tafsir Kebudayaan, Yogyakarta : Kanisius

3. Baudrillard, Jean. (2017). The Consumer Society: Myths and Structures. Revised Edition. London: Sage Publications.
4. Robert W Witkin, Adorno, 2003. On Popular Culture , Routledge

2. Course Topic

This topic is analyze about cultural fenomena with using sociological perspective

3. Lesson Plan

Show the RPS in English

4. Course Assesment

a. Assesment Rubrics

i. Attitudes

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$0 \leq SA < 55$

ii. Knowledge

No	Aspect	Max Score
1	Planing:	
	Background (clear = 3, not to clear =2, unclear=1) Problem Statement (good=3, fair=2, not accurate=1)	3 3
2	Implementation:	
	a. Collecting data (Accurate=3, fair=2, not accurate=1)	3
	b. Completing data (complete=3, fair=2, incomplete=1)	3 3
	c. Data Analysis (good=3, fair=2, poor=1)	3
3	Reporting the result:	
	a. student report (good=3, fair=2, poor=1)	3
	b. language (good=3, fair=2, poor=1)	3
	c. appearance (attractive=3, fair=2, not attractive=1)	3

iii. Skills/psychomotor

Aspect	Scale			
	Poor	Fair	Good	Excellent
	(Score 21 - 40)	(Score 41-60)	(Score 61-80)	(Score ≥ 81)
Communication skill	The presenter was anxious, uncomfortable, and did not make eye contact with the participants	The presenter was calm, the intonation was flat, but lacking of eye contact with the participants	The presenter was calm, used right intonation and always makes eye contact with the participants	The presenter was enthusiastic; right intonation and can foster enthusiasm for the participants
Mastery the material	Always read notes	Sometimes read the notes	Talk without read the notes	Talk without read the notes and make
Ability to answer the question	Unaccurate	Accurate but lack of argument	Accurate but incomplete argument	Accurate and
Power point visualization	Not attractive	Attractive but not systematic	Attractive and systematic	Very attractive and systematic

b. Universitas Negeri Surabaya's Assesment System

Assesment Components	Percentage Contribution
Participatory Activities	80 %
Test	20 %

B. Course Evaluatiaon and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact Hours	Independent Study
2	3.18	26,64 minutes	31,96 minutes

2. Assesment of PLO and CLO

Course : Cultural Sociology

SKS : 2 CU

Program Studi : Undergraduate Sociology Study Program

Academic : 2024/2025

Participant : 2023 P,Q, R, S,T

APPENDICES 1

Appendix 1

Student's Assignment Rubric

Aspect	Score			
	Good (4)	Fair (3)	Not Good (2)	Bad (1)
The Presentation systematics	The Presentation material is presented coherently and systematic	The Presentation material is presented coherently and but less systematic	The presentation material is presented less coherently and inadequately systematic	The presentation material is presented incoherently and is not systematic
The Presentation of slides	The slides contain important points of the material with an attractive presentation	The slide contains important points of the material with a less attractive presentation	The slides contain a lot of narrative material and the presentation is less interesting	The slides contain incomplete narrative material and the presentation is not attractive
Literature review	The slides generally refer to relevant Concept/Theory Exploration and refer to other relevant reference sources	The slides generally refer to relevant Concept/Theory Exploration	The slides only partially refer to the relevant Concept/Theory Exploration	The slides do not refer to relevant Concept/Theory Exploration
Individual work ethic	Complete assignments on time and actively discuss with lecturers in the process of completing assignments	Complete assignments on time	Delay in completing assignments in short periods	Late in completing assignments for a long period without notification
Organization of responses	Responses answer all instructions	Responses answer most of the instructions	Responses answer some instructions	Responses have not answered all instructions

APPENDICES 2

1. Course Activities Records
 - a. Sample of Student's Attendance
 - b. Course Log Book
 - c. Sample of Test
 - d. Sample of Student's Answer to Mid-Term and Final Test
 - e. Sample of Students Assignment
2. Students Assesment Data set in 2024/2025 Academic Year

Course of Log Book

		Surabaya State University, Faculty of Social and Political Sciences, Sociology Undergraduate Study Program					Document Code	
LECTURE JOURNAL								
COURSE / CLASSES		CODE	MK Cluster		WEIGHT (credits)		SEMESTER	PERIOD
Sociology of Culture / Class of 2023P		6920102271	Compulsory Courses of Study Program		T=2	P=0	ECTS=3.18	3 2024/2025 Even
Brief Description of MK		Cultural sociology is a course that discusses the analysis of culture in social life. This course will also present the basic concepts of culture as a dimension of social life, theoretical and empirical work on various aspects of culture's role in social life, the structural approaches of Durheimian and Marxist on culture, the process of cultural creation and acceptance, cultural identity, and the relationship between culture and social inequality. Lectures are conducted through a system of case analysis, presentations, and discussions.						
Mg Ke	Abilityend of each learning stage (Sub-CPMK)	Evaluation		Learning Learning Forms, Methods, Student Assignments		Learning materials[Library]	Assesse nt Weight (%)	
		Indicator	Criteria & Forms	Offline	Online			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	

<p>1</p> <p>Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally</p>	<p>Explain identification and comparison in cultural sociology</p>	<p>Criteria: Students are able to reconstruct the relationship between culture and sociology.</p> <p>Assessment Form: Participatory Activities</p>	<p>Behavioristic/Expository/Lecture Approach 2 X 50</p>	<p>Material: The Relationship between Sociology and Library Culture: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i></p> <hr/> <p>Material: Connection Sociology with Culture Library: John R. Hall, 2005. <i>Sociology On Culture, Routledge</i></p> <hr/> <p>Material: Draft Culture Library: Sewell, William H., Jr. 1999. "The Concept(s) of Culture." In <i>Beyond the Cultural Turn: New Directions in the Study of Society and Culture</i>, edited by Victoria Bonnell and Lynn E. Hunt. Berkeley: University of California Press. (TRC)</p> <p>Material: Interpretation On Culture Library: Geertz, Clifford. 1973. "Thick Description: Toward an Interpretive Theory of Culture." Chapter 1 in <i>The Interpretation of Cultures</i>. New York: Basic. (TRC)</p> <hr/> <p>Material: Culture in Behavior Library: Swidler, Ann. 1986. "Culture in Action: Symbols and Strategies." <i>American Sociological Review</i> 51: 273-86. (JSTOR)</p> <hr/> <p>Material: Culture in society Library: Griswold, Wendy. 2003. <i>Cultures and Societies in a Changing World</i> 2nd Edition. Thousand Oaks (CA): Pine Forge Press.</p>	<p>3%</p>
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1st meeting

Date : February 7, 2025
 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems
 Amount : 32
 Students
 Lecturer : Arief Sudrajat, S.Ant., M.Si.

2	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	Explain Cultural Structure	<p>Criteria: Students are able to reconstruct what is meant by cultural construction.</p> <p>Assessment Form: Participatory Activities</p>	Behavioristic/Expository/Lecture Approach 2 X 50	<p>Material: Basic forms of religious life Library: Durkheim, Emile. 1995 [1912]. "Introduction," "Origins of These Beliefs" (Conclusion), "and "Conclusion." In <i>The Elementary Forms of Religious Life</i>, transl. Karen E. Fields. New York: Free Press. (TRC)</p> <p>Material: Element Hermetic Structural Library: Alexander, Jeffrey C., with Philip Smith. 2003. "The Strong Program in Cultural Sociology: Elements of a Structural Hermeneutics." Chapter 1 in <i>The Meanings of Social Life: A Cultural Sociology</i>. Oxford and New York: Oxford University Press. (TRC)</p> <p>Material: Structure Social Library: Battani, Marshall, David R. Hall, and Rosemary Powers. 1997. "Cultures' Structures: Making Meaning in the Public Sphere." <i>Theory and Society</i> 26: 781-812. (JSTOR)</p> <p>Material: Structure Social and Social Action Library: Alexander, Jeffrey C., and Philip Smith. 1999. "Cultural Structures, Social Action, and the Discourses of American Civil Society: A Reply to Battani, Hall, and Powers." <i>Theory and Society</i> 28: 455-61. (TRC)</p>	3%
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2nd meeting

Date : February 14, 2025
 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems
 Amount : 32 Students
 Lecturer : Arief Sudrajat, S.Ant., M.Si.

3	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	Explaining cultural theory from various theoretical perspectives (Marx, Weber, Durkheim, Georg Simmel, Bourdieu, Symbolic Interaction, Parson)	<p>Criteria: Students are able to understand and use cultural theory from various theoretical perspectives (Marx, Weber, Durkheim, Georg Simmel, Bourdieu, Symbolic Interaction, Parson)</p> <p>Assessment Form: Participatory Activities</p>	Behavioristic/Expository/Lecture Approach 2 X 50	<p>Material: Sociology of Culture Theory Library: John R. Hall, 2003. <i>Sociology On Culture, Routledge</i></p> <hr/> <p>Material: Culture in variety theoretical perspective (Marx, Weber, Durkheim, Georg Simmel, Bourdieu, Interaction symbolic, Parson) Library: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i></p> <hr/> <p>Material: Culture in variety theoretical perspective (Marx, Weber, Durkheim, Georg Simmel, Bourdieu, Interaction symbolic, Parson) Library: Williams, Raymond. 1991. "Base and Superstructure in Marxist Cultural Theory." In <i>Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies</i>, edited by Chandra Mukerji and Michael Schudson. Berkeley: University of California Press. (TRC)</p> <hr/> <p>Material: Culture in variety theoretical perspective (Marx, Weber, Durkheim, Georg Simmel, Bourdieu, Interaction symbolic, Parson) Library: Willis, Paul. 1981 [1977]. <i>Learning to Labor: How Working Class Kids Get Working Class Jobs</i>. New York: Columbia University Press.</p>	3%
<p>3rd meeting Date : February 21, 2025 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems Amount : 32 Students Lecturer : Arief Sudrajat, S.Ant., M.Si.</p>						

4	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	Explaining and using methodological approaches regarding culture (hermeneutics, ethnography, social network analysis)	Criteria: Students are able to understand and use methodological approaches to culture (hermeneutics, ethnography, social network analysis) in analysis. Assessment Form: Participatory Activities	Behavioristic/Expository/Lecture Approach 2 X 50	Material: Theories and Methods of Cultural Sociology Library: John R. Hall, 2003. <i>Sociology On Culture</i> , Routledge Material: Methodological Approach about culture (hermeneutic, ethnography, analysis social networks) Library: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture</i> , Wiley-Blackwell	3%
4th meeting Date : February 28, 2025 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems Amount : 32 Students : Lecturer : Arief Sudrajat, S.Ant., M.Si.						
5	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	1. Explaining about theorization of the study of religion as culture 2. Explain about structure and agency in the study of the sociology of religion 3. Explain and analyze about religion as implicit and explicit culture 4. Explain about sacred canopy and cultural hegemony	Criteria: Students are able to understand and use religious structures as a cultural system. Assessment Form: Participatory Activities, Project Results Assessment / Product Rating	Behavioristic/Expository/Lecture Approach 2 X 50	Material: Sociology of Culture Theory Library: John R. Hall, 2003. <i>Sociology On Culture</i> , Routledge Material: Religion as a cultural system Reference: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture</i> , Wiley-Blackwell Material: Religion as a cultural system Library: Durkheim, Emile. 1995 [1912]. "Introduction," "Origins of These Beliefs (Conclusion)," and "Conclusion." In <i>The Elementary Forms of Religious Life</i> , transl. Karen E. Fields. New York: Free Press. (TRC)	6%
5th meeting Date : March 7, 2025 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems Amount : 32 Students : Lecturer : Arief Sudrajat, S.Ant., M.Si.						

6	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	<ol style="list-style-type: none"> 1. Explaining about uncertain aesthetics, Is a new canon? 2. Explain regarding construction modern art system 3. Identifying and explain the changes in the patronage structure 4. Explain regarding fading academic institutions and the strengthening of the core of modernity 5. Explain the process of formation new traditions 6. Explain occurrence "blurring" process 	<p>Criteria: Students are able to understand and explain uncertain aesthetics, What is a new canon?</p> <p>Assessment Form: Participatory Activities, Project Results Assessment / Product Rating</p>	Behavioristic/Expository/Lecture Approach 2 X 50		<p>Material: Library Culture System: Mark Paterson, 2005. <i>Consumption and Everyday Life, Routledge</i></p> <hr/> <p>Material: Library Aesthetics: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i></p> <hr/> <p>Material: Library Aesthetics: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i></p>	6%
<p>6th meeting Date : March 14, 2025 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems Amount : 32 Students : Lecturer : Arief Sudrajat, S.Ant., M.Si.</p>							
7	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	<ol style="list-style-type: none"> 1. Explain pragmatic taste 2. Explain regarding taste is a reflective activity 3. Identifying and explain the theory 4. Identifying that taste is a form of existence in the world 	<p>Criteria: Students are able to understand and explain pragmatic tastes</p> <p>Assessment Form: Participatory Activities, Project Results Assessment / Product Rating</p>	Behavioristic/Expository/Lecture Approach 2 X 50		<p>Material: Library Culture System: . <i>Cliffort Geertz, 2005. Interpretation of Culture, Kanisius</i></p> <hr/> <p>Material: Library Taste: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i></p> <hr/> <p>Material: Library Taste: John R. Hall, 2003. <i>Sociology On Culture, Routledge</i></p>	6%
<p>7th meeting Date : March 21, 2025 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems Amount : 32 Students : Lecturer : Arief Sudrajat, S.Ant., M.Si.</p>							

8	Control concepts, theories, and methods Sociology, and is able to formulate solutions to development and education problems procedurally	Explaining the cultural system	Criteria: Students are able to understand and explain and use it as an analytical tool in cultural phenomena. Assessment Form: Test	Behavioristic/Expository/Lecture Approach 2 X 50		Material: UTS Library: Jeffrey C, 2003. <i>The meanings of social life : a Cultural Sociology, Oxford Press</i> Material: Mid-term exam Library: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i> Material: Mid-term exam Library: John R. Hall, 2003. <i>Sociology On Culture, Routledge</i>	10%
8th meeting Date : March 28, 2025 Topics : Mastering the Concepts, Theories, and Methods of Sociology, and Being Able to Formulate Procedural Solutions to Development and Education Problems Amount : 32 Students : Lecturer : Arief Sudrajat, S.Ant., M.Si.							
9	Students are able to explain and analyze how the scope of consumption, agency and structure, reproduction and transformation, childhood, markets and morality	1. Identify and explain consumer culture 2. Explain regarding the scope of consumption 3. Identifying and explain regarding agents and structures, reproduction and transformation 4. Identifying and explain about childhood, the market and morality	Criteria: Students are able to understand and explain consumer culture. Assessment Form: Participatory Activities, Project Results Assessment / Product Rating	Lecture/Discussion 2 x 50		Material: Consumer Culture Library: Mark Paterson, 2005. <i>Consumption and Everyday Life, Routledge</i>	6%
9th meeting Date : April 4, 2025 Topics : Explaining and analyzing the scope of consumption, agency and structure, reproduction and transformation, childhood, markets and morality Amount : 32 Student : Lecturer : Nur'aini Inayah, S.Pd., M.Sos.							
10	Students are able to explain and analyze differences in household income, the existence of globalization, and the relationship between class, culture and complexity	1. Identify and explain developments new link between class and culture 2. Identifying and explain the differences in income household 3. Explain regarding the existence of globalization 4. Explain regarding the relationship between class, culture and complexity	Criteria: Students are able to understand and explain new developments in the relationship between class and culture Assessment Form: Participatory Activities, Project Results Assessment / Product Rating	Discussion, Q&A, Lecture 2 x 45		Material: Development new in class and culture Library: John Urry, 1995. <i>Consuming Places, Routledge</i> Material: Consumption and Library class: Mark Paterson, 2005. <i>Consumption and Everyday Life, Routledge</i>	6%

<p>10th meeting Date : April 11, 2025 Topics : Explaining and analyzing differences in household income, the existence of globalization, and the relationship between class, culture and complexity. Amount : 32 Student : Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>						
11	<p>Students are able to explain and analyze how the existence of collective memory emerged, collective memory as a cultural system, cultural memory as residue, dominant and emergent, the relationship between the concept of us and western universalism, the concept of "other"</p>	<ol style="list-style-type: none"> 1. Explaining about the concept of "other" 2. Explain how existence arises collective memory 3. Identify, criticize and explain collective memory as a cultural system 4. Identifying and explain about cultural memory as residual, dominant and emergent 5. Identifying the relationship between the concept of us and western universalism 	<p>Criteria: Students are able to understand and explain collective memory and the construction of "other"</p> <p>Assessment Form: Participatory Activities, Project Results Assessment / Product Rating</p>	<p>Lecture, Discussion, Q&A 2 x 45</p>	<p>Material: Collective Memory and the construction of Library: Robert W. Winkin, Adorno, 2003. <i>On Popular Culture</i>, Routledge</p> <p>Material: Symbolic exclusion Library: Bryson, Bethany. 1996. "'Anything But Heavy Metal': Symbolic Exclusion and Musical Dislikes." <i>American Sociological Review</i> 61: 884-99.</p> <p>Material: Social boundaries of the Library: Lamont, Michele, and Virag Molnar. 2002. "The Study of Boundaries in the Social Sciences." <i>Annual Review of Sociology</i> 28: 167-95</p> <p>Material: Social boundaries and inequality Library: Lamont, Michele, and Marcel Fournier (ed.s). 1992. <i>Cultivating Differences: Symbolic Boundaries and the Making of Inequality</i>. Chicago: University of Chicago Press.</p> <p>Material: Culture and social class Library: Lamont, Michele. 1992. <i>Money, Morals and Manners: The Culture of the French and the American Upper-Middle Class</i>. Chicago: University of Chicago Press. Selected chapters.</p>	6%

<p>11th meeting Date : April 18, 2025 Topics : Explaining and analyzing how the existence of collective memory emerged, collective memory as a cultural system, cultural memory as residue, dominant and emergent, the relationship between the concept of us and Western universalism, the concept of "other" Amount : 32 Student : Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>							
12	<p>Students are able to explain and analyze the relationship between routinization, rationalization and capitalism as well as the existence of urban communities based on economic aspects and the emergence of cultural forms</p>	<p>1. Explaining about the existence of urban communities based on economic aspects and the emergence of cultural forms 2. Identifying and explaining the relationship between routinization, rationalization and capitalism 3. Explain regarding the existence of urban communities based on economic aspects and the emergence of cultural forms</p>	<p>Criteria: 1. Students are able to understand culture contemporary and pre-industrial sources 2. Student able to explain the existence of urban communities based on economic aspects and the emergence of cultural forms</p> <p>Assessment Form: Participatory Activities</p>	<p>Discussion 2 x 45</p>		<p>Material: Contemporary culture and pre-industrial sources Library: Philip Smith, 1998. <i>The New American Cultural Sociology</i>, Cambridge <i>Cultural Social Studies</i></p> <hr/> <p>Material: Contemporary Culture Library: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture</i>, Wiley-Blackwell</p>	6%
<p>12th meeting Date : April 25, 2025 Topics : Explaining and analyzing the relationship between routine, rationalization and capitalism and the existence of urban communities based on economic aspects and the emergence of cultural forms. Amount : 32 Student : Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>							
13	<p>Students are able to explain, analyze and use the critical theory of the Frankfurt school, explain how the distribution of mass industry, mass consumption, and globalization</p>	<p>1. Identify and explain how industrial distribution period 2. Identifying and explain the existence of Frankfurt School critical theory 3. Identifying and explain how industrial distribution period 4. Identifying and explain about mass consumption 5. Identifying and explain about consumption and globalization</p>	<p>Criteria: Students are able to understand industrialization and modern culture.</p> <p>Assessment Form: Participatory Activities, Project Results Assessment / Product Rating</p>	<p>Discussion, lecture 2 x 45</p>		<p>Material: Industrialization and culture of the times Library: Robert W. Winkin, Adorno, 2003. <i>On Popular Culture</i>, Routledge</p>	6%
<p>13th meeting Date : May 2, 2025 Topics : Explaining, analyzing and using the Frankfurt School of Critical Theory, explaining how the distribution of mass industry, Mass Consumption, Consumption and Globalization Amount : 32 Student : Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>							

14	Students are able to explain and analyze the relationship between power and order in culture, owners of cultural producers, political economy in cultural production	<ol style="list-style-type: none"> 1. Identify and explain regarding political economy in cultural production 2. Explain the link between power and order in culture 3. Identifying and explain the owners of cultural producers 4. Identifying and explain regarding political economy in cultural production 	<p>Criteria: Students are able to understand the relationship between power and culture</p> <p>Assessment Form: Participatory Activities, Project Results Assessment / Product Rating</p>	Discussion Lecture 2 x 45		<p>Material: Power and Culture Library: Robert W Witkin, <i>Adorno, 2003. On Popular Culture, Routledge</i></p>	6%
<p>14th meeting Date : May 9, 2025 Topics : Explaining and analyzing the relationship between power and order in culture, owners and producers of culture, political economy in cultural production. Amount : 32 Student Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>							
15	Students are able to explain and analyze the existence of the world of art, cultural industry, the relationship between the state and cultural production, cultural production of society	<ol style="list-style-type: none"> 1. Identify and explain about community cultural production 2. Explain regarding the existence of art world 3. Identifying and explain the existence of cultural industry 4. Identifying the relationship between the state and cultural production 5. Identifying and explain about community cultural production 	<p>Criteria: Students are able to understand and explain the cultural production of society</p> <p>Assessment Form: Participatory Activities, Project Results Assessment / Product Rating</p>	Discussion, Lecture 2 x 45		<p>Material: Cultural Production Library: John Urry, 1995. <i>Consuming Places, Routledge</i></p>	6%
<p>15th meeting Date : May 16, 2025 Topics : Explaining and analyzing the existence of the world of art, cultural industry, the relationship between the state and cultural production, and community cultural production. Amount : 32 Student Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>							
16	Final exams	Able to answer questions related to the topic of Cultural Sociology	<p>Criteria: Individual</p> <p>Assessment Form: Test</p>			<p>Material: UAS Library: Mark Jacobs, 2005. <i>Companion To The Sociology Of Culture, Wiley-Blackwell</i></p>	18%
<p>16th meeting Date : May 23, 2025 Topics : Final Semester Exam Number of Students. : 32 Lecturer : Nur'aini Inayah, S.Pd., M.Sos.</p>							

Sample of Test

	SURABAYA STATE UNIVERSITY FACULTY OF SOCIAL AND POLITICAL SCIENCES		
	Study Program SOCIOLOGY		
	Script Final Exam	Subject: Cultural Sociology	Matter 1

Day/Date : Tuesday / June 2, 2025

O'clock : 07.00-08.40 WIB

Room : I7.02.05

Force : 2023

Instruction : *closed book*

Write your name and student ID number on your answer sheet.

I. QUESTION

Question	Weighted Value (%)
1. Explain the phenomenon of the increasing value of goods, the increasing price based on Thorstein Veblen's theory from a cultural sociology perspective, include case examples!	20
2. Identify collective memory as a cultural system!	20
3. Explain the influence of entertainment consumption and cultural production on mass consumption patterns!	20
4. Explain what is meant by the market as a cultural and ritual arena according to Wherry!	20
5. What do you understand by cultural nationalism from a cultural sociology perspective? Explain your understanding!	20

Prepared by,	Corrected by,	Approved by,
Lecturer Arief Sudrajat, S.Ant., M.Si Nur'aini Inayah, S.Pd., M.Sos Rizky Trisna Putri, S.P., M.Si	UPM	Coordinator of Study Program

Sample of Student's Answer to Mid-Term and Final Test Mid-Term

Name: Gracia Mustika Tri Jelita
Student ID: 23040564363
Class : 2023P
Midterm Exam in Cultural Sociology

1. Title

RP Account and Daily Culture in Loving Love And Deepspace Game Characters

2. Background and gaps

In today's digital age, human relationships with technology have gone beyond mere technical interactions. People not only use social media to communicate or watch entertainment, but also to experience love, forge emotional bonds, and even shape their identities. One interesting phenomenon in this context is roleplayer (RP) accounts—social media accounts created to "play" fictional characters, whether from dramas, films, or games. In the context of the game Love and Deepspace—an interactive visual game with a futuristic romance theme—many players, especially young women, build emotional connections with their characters. They even create social media accounts specifically to become partners of favorite characters like Xavier, Zayne, Rafayel, Sylus, and Caleb, through simulated daily interactions. It's no longer just about playing a game, but making virtual love a part of their daily routine. This phenomenon demonstrates how love is no longer limited to the real world, and how social media creates a new space for experiencing emotional connection. RP accounts don't just convey sweet or romantic words, but also provide a sense of comfort, intimacy, and connectedness. Interestingly, many followers of these accounts report feeling “cared for” and “loved,” even though the person they are loving is a fictional character—and the account is run by a stranger.

Most previous research has focused on game mechanics, the economy of fandom, or the psychology of game addiction. Meanwhile, fans' emotional experiences, the daily practices of interacting with characters through RP accounts, and the relational meaning of this simulated love—are still rarely discussed, especially in the context of Indonesia, which has its own cultural dynamics. Not many studies have touched on how RP accounts function as escape spaces, informal social therapy, and ways to build identity and emotional relationships in a postmodern context, where the boundaries between reality and fiction are beginning to blur. This is the gap that this research attempts to address.

3. Problem formulation

How do roleplay accounts of game characters shape the everyday culture and relational experiences of Hunters (fans) from the game Love and Deepspace?

4. Previous research

This study by Fan (2025) explores how the otome game industry in China has evolved from niche to mainstream. Fan points out that the success of otome games lies in their deeply emotional narratives and developers' sensitivity to the needs of female players. One interesting finding is how otome games form a very strong emotional attachment, even beyond just gameplay. This makes players feel personally "involved" with the characters. In the context of role-playing, the results of this study are relevant because

they explain why players can develop intense relationships with virtual characters—a path that is then continued through role-playing activities on social media.

Yu (2025) highlights how characters in otome games can serve as role models for young women. They offer idealized versions of men who are supportive, empathetic, and communicative—a stark contrast to depictions of masculinity in other media. This study emphasizes that otome games are not just romantic entertainment, but also a means of emotional and social education, particularly in understanding healthy relationships. In the context of role-playing, accounts portraying characters like Zayne or Caleb clearly utilize these personas to build rapport with followers, who hope to experience similar emotional experiences.

This research by He (2024) focuses on the marketing strategy of the game *Love and Deepspace* in the Chinese market. He explains that emotional marketing is key, where players are sold not only game content but also the experience of becoming part of the character's world. The game encourages players to form personal relationships through voice messaging, date simulations, and special events. This creates a powerful emotional connection. Role-playing as an extension of this game world is a logical consequence—players carry this emotional connection to social media and extend the narrative through interactions with role-playing accounts.

Nie (2024) examines how otome games serve as a medium for "dismantling" traditional gender structures. In games, players can determine the direction of relationships, become active subjects, and build love without rigid social norms. Interestingly, Nie notes that many players feel freer to express their feminine and masculine sides in the game world than in real life. This relates to role-playing, as social media users also play out gender identities through characters—for example, a male player playing the character Zayne, or a woman "dating" Sylus—all of which are socially legitimate in the digital world.

Wang T. (2022) analyzes how otome games reflect and challenge contemporary gender issues. She shows that games like *Love and Deepspace* depict male characters with empathy and emotion, a distinction rarely found in other popular culture.

This impacts players' romantic expectations for the real world, where they begin to seek similar partners in relationships. The correlation with role-playing is clear: role-playing accounts facilitate an ideal form of emotional connection for many followers who feel that reality doesn't provide it.

This study by Li. Z. (2024) compared otome game players with higher and lower educational backgrounds in China regarding self-identity formation. The results indicate that otome games provide a space for self-exploration, especially for women experiencing the pressures of traditional gender roles. Identity exploration is also strongly embedded in the RPG world. Users are free to choose which character they love or play, without the constraints of the real world.

Zhang, C. (2024) uses a feminist lens to examine how otome games serve as a medium for emotional communication. She shows that the communication that occurs is not merely romantic, but also full of self-empowerment. Players feel valued, understood, and understood by the in-game characters, who are consciously designed to be empathetic. RP accounts adopt this communication style—using gentle greetings, affective language, and high empathy—to build meaningful digital relationships.

This study by Wang, Y. (2024) examines consumer behavior in the game *Love and Deepspace*, particularly in terms of player affection and loyalty. Wang found that the primary reason players stay is not just the game's features, but also emotional companionship—a feeling of being accompanied, cared for, and loved. RP accounts serve as an extension of these feelings, as they provide a "digital partner" who can consistently reply, greet, and even "care for" followers.

The focus of this research is the unique personalities of male characters in otome games, which are designed to represent various ideal types: intelligent loners, spoiled bad boys, and even loving and patient figures. Li, Z. (2024) explains that this character diversification allows players to choose ideal partners according to their fantasies and emotional needs. This relates to RP because each account represents a different persona type, providing a highly personalized choice of love experiences for its followers.

This study by Hidayat & Tambunan (2024) examines how emotional relationships in otome games are subtly monetized through subscription features, special events, and merchandise. The authors argue that "digital love" has become a highly valued commodity, especially among young women. RP acts as a "free extension" of that love, offering relationships without cost, but with sometimes much stronger intimacy.

This research by Hildawati (2022) explains how a roleplayer's identity is formed and negotiated through digital interactions, particularly on Twitter. Hildawati found that identity in the world of role-playing is fluid and often does not represent the player's true identity. Roleplayers can create new personas far removed from their real lives. In this process, the social relationships formed also become unique—a cross-section of fiction and reality. Hildawati also emphasized the importance of communication in maintaining role and narrative consistency. This research aligns closely with the main article as it provides a theoretical foundation for how role-playing becomes a performative expression of social identity.

This study by Aisyah & Sumaryanti (2022) examines the ways roleplayers present themselves online. They found that roleplayers employ specific techniques to construct their self-image: through language style, profile photos, account bios, and threads that construct character narratives. This presentation is not only intended to entertain but also to build emotional engagement with followers. Consistent character speaking styles, the use of specific emojis, and carefully timed posting times are strategies to create the illusion of a real presence. In the context of this paper, Aisyah & Sumaryanti's findings reinforce the understanding that roleplayers are not simply "role-playing" but are building relationships that their followers perceive as authentic.

This research, conducted by Wibowo & Christina (2022), examines how RPs build friendships through interpersonal communication. Although text-based and anonymous, the relationships formed between RPs can be very close and meaningful. Communication tends to be intense, open, and empathetic. In fact, relationships between RPs, or between RPs and their followers, can even lead to private chats, collaboration, or mutual emotional support. These findings are important in explaining how digital communication in the context of RPs can create strong social bonds, which the main paper discusses as "digital affection collectives."

This research by Azzahra & Andayani (2024) focuses on the parasocial relationships experienced by Love And Deepspace players—namely, one-way relationships in which players feel an emotional closeness to virtual characters. The authors found that many Players feel heard and cared for by the game characters, even though the actual communication is scripted or system-based. This makes them feel valued and provides an escape from the pressures of life. In the context of the main paper, these findings explain why many fans continue these parasocial experiences on social media, through role-playing, which is perceived as "more lifelike" and allows for real-life responses.

This study by Rahmadani et al. (2024) examines how short narratives (anecdotes) in the game Love and Deepspace form emotional connections between players and characters. These narratives often touch on everyday life topics: anxiety, love, loneliness, and dreams. The authors emphasize that personal storytelling makes players feel emotionally connected to the characters. They feel heard, understood, and involved. This research helps explore how role-playing can strengthen this connection. Role-playing doesn't simply repeat the game's narrative but adds to it with new stories from the player's life.

This study by Nouvanty (2023) uses the Uses and Gratifications theory to explain the motivations of otome game players to persist in playing. The main reasons are: the need for affection, identity, and escape from reality. Players feel games provide a safe space to express their emotions, without fear of judgment or real-life consequences. Their relationships with characters give them a sense of belonging and companionship. These findings reinforce the paper's main argument that role-playing is an extension of these gratifications. Role-playing addresses the emotional needs of players who desire more personal and flexible relationships, beyond the boundaries of the game itself.

This research position: at the intersection of digital culture studies, social identity, and the dynamics of virtual affect. It looks not only at games and fans, but also at the role of RPG as a cultural actor shaping new affective worlds in everyday digital life.

5. Paper renewal

- Focus on the everyday experiences of players through roleplay accounts of romantic virtual characters.
- Using daily life culture and humanistic perspectives to understand the inner world of the player.

- Specifically examining the characters (Xavier, Zayne, Rafayel, Sylus, Caleb) and how they became a sort of “ideal couple” in the virtual world for Hunters (fans)•Contributing to local (Indonesian) discourse on digital love and identity performance on social media.

6. Concepts and theories

In this research, I use three complementary theoretical approaches: representation (Stuart Hall), digital public sphere (Habermas), and cultural hegemony (Gramsci).

a. Representation – Stuart Hall

Representation in this context is how fans convey and recreate game characters in their social media accounts. They don't simply imitate a character's speech or background, but rather reconstruct an idealized figure based on personal experiences and emotions. For example, the mysterious Sylus can be transformed into a caring figure; the easygoing Caleb can become an escape from a toxic relationship. Hall argues that representation is always socially produced and not neutral—and here we can see how fans recreate the love they "need."

b. Digital Public Space – Jürgen Habermas

Twitter, in the context of RP, has become a new kind of public space, where users meet, interact, and form emotional consensus. However, unlike the classic public space filled with political debate, this space is more affective and personal. Through RP accounts, users can express feelings they sometimes cannot express in the real world: longing, love, loss, trauma, or hope. In other words, social media has become both a social and psychological space.

c. Cultural Hegemony – Antonio Gramsci

The male characters in Love and Deepspace represent the “ideal” male type: calm, listening, non-aggressive, and caring—something that often contrasts with women’s experiences in the real world. Here, we can read about new hegemonic practices occurring in the virtual world, where norms

Masculinity norms are redefined by fans through RP accounts. Fans become actors who disrupt the dominance of patriarchal power relations through the construction of safer and gentler digital love.

These three theories are mutually reinforcing: from how characters are represented, where relationships are carried out, to what values and norms are being silently negotiated by their users.

7. Methodological design (subjects, locations, etc.)

This research uses a qualitative approach using netnography, a form of ethnography conducted in a digital environment. The focus is not on the quantity of interactions, but rather on the meanings and emotional experiences formed within the RPG world.

The main subjects of this study were roleplayer accounts portraying the characters Xavier, Zayne, Rafayel, Sylus, and Caleb. Some examples of the accounts studied are:

- Xavier: @Princephilos, @Swordofmalice
- Zayne: @Habibi_Zayne, @FateofSnow
- Rafayel: @rafayelpainter
- Sylus: @Sylus_N109, @OnychinusN109
- Caleb: @youonlypilot, @CalebX0

In addition to the RP's main account, we also observed follower comments and interactions, particularly those that indicated emotional engagement, such as heartfelt replies, daily mentions, birthday greetings, and even farewell messages when the RP deleted their account. All observations were conducted on the Twitter/X platform during April–May 2025. This platform was chosen because Twitter is the primary place for fans to interact directly with characters through RP accounts.

Data collection technique:

- Non-participatory observation: The researcher follows the interactions of the RP accounts, without taking part in role-playing.
- Content documentation: Collecting tweets, threads, replies, bios, voice tweets, and fan-generated content such as fanart, fanfic, or quote screenshots.
- Narrative note-taking: Compiling field notes of interaction patterns, symbols (emojis, greeting styles), and activity times (e.g., “good morning thread”).
- Inter-RP triangulation: Comparing accounts portraying the same character to examine interaction style, narrative consistency, and character improvisation.

Data was analyzed thematically using three broad categories:

1. Affection (expression of love, longing, attention)
2. Identity performance (how the RP “becomes” the character)
3. Social engagement (two-way relationship between RP and followers)

8. Initial observation results

- a. Many RP accounts actively post their “daily life” with Hunter, such as romantic chats, virtual date schedules, and emotional reflections.
- b. The language used is very intimate and personal, as if Hunter is a real partner.
- c. There is a small community that supports each other in maintaining this “relationship”, even giving love advice.
- d. The players seem to invest quite a lot of emotion into the relationship — not just for fun, but as an escape or a form of their ideal love.

Final Exam



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
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Semester	: Kelas / Ujian 2023 / 2025	
Tanda Tangan	:	

1. Fenomena Sifatnya Naik nilai barang yang dimana jika semakin naik juga harga produksinya dikarenakan jumlah produksi yang semakin lama kian mengalami peningkatan. Hal ini berkaitan perspektif suber pondasi sosiologi budaya menurut teori Thorstein Veblen. Semakin banyak jumlah peminat suatu barang apapun barang itu maka pabrik akan meningkatkan jumlah harga dikarenakan produksi yang kian naik. Contoh kedua bisa mengenai kasus di suatu produk salah satu skincare yang dimana suatu saat produk ini viral sehingga mengakibatkan jumlah produksi yang kemudian harga beberapa zaman lalu meningkat menjadi ratusan dikoran dalam satu kali produksi yang dimana hal ini membuat harga barang naik.
2. Setiap budaya pasti mempunyai beberapa warisan atau peninggalan turun menurun hingga ke anak cucu, dari sinilah muncullah kolektif sebagai sistem budaya sehingga sangat penting bagi budaya dari suatu daerah tersebut terjaga atau peninggalan sejarahnya.
3. Kondisi hiburan jika dijelaskan terhadap pola konsumsi masyarakat memiliki pengaruh yang lumayan besar terhadap individu yang dimana setiap individu mempunyai hiburan agar mereka dapat terlepas dari kesibukan sehari hari. Namun ada juga individu yang terlalu konsumtif seperti mengkonsumsi beberapa produk seperti abean kpop hal ini mereka tanpa disadari telah membuat suatu hal yang termasuk produksi budaya.
4. Pasar sebagai arena budaya dan ritual seperti halnya menurut Lyheret pasar bukan hanya sebagai transaksi ekonomi tetapi juga sebuah wadah yang dimana terdapat ritual sosial seperti beranant pada pagi dini hari lalu melakukan ritual seperti sebelum barang yang mereka dari persuni belikan ketika sampai di pasar, lalu pasar sebagai arena budaya seperti tolak mekarwar barang yang akan mereka beli nanti.

Sample of Students Assignment

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Manuscript Template

RP Account and Daily Culture in Loving Love And Deepspace Game Characters

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Abstract

The roleplayer (RP) phenomenon in social media is one of the forms of popular culture that shows the dynamics of social interaction in the digital space. This study observes the activity of RP accounts that play characters in the game Love And Deepspace—Xavier, Zayne, Rafaayel, Sylus, and Caleb—as a representation of the daily culture of fans in loving fictional characters. Using a qualitative approach with netnographic observation, this article explores how RP account owners such as @Princephilos, @Habibi_Zayne, @rafayelpainter, @Sylus_N109, to @youronlypilot form symbolic and emotional relationships with their followers. The findings show that the culture of loving characters through RP accounts becomes a form of identity simulation, an escape from reality, as well as a space for the expression of collective affection. This phenomenon strengthens the position of digital culture as part of the daily sociocultural practices of the young generation.

Keywords: Roleplayer; digital culture; Love and Deepspace; identity simulation; popular culture

Introduction

The phenomenon of loving fictional characters is not new in popular culture. However, in the digital era, emotional involvement with fictional characters is now spreading through roleplayer (RP) activities on social media, which becomes part of daily practice. The Love And Deepspace game—an interactive visual game in the romantic and futuristic fantasy genre—is one example of how fans have an intense relationship with characters such as Xavier, Zayne, Rafayel, Sylus, and Caleb. RP accounts such as @Princephilos, @Habibi_Zayne, @rafayelpainter, @Sylus_N109, and @youronlypilot play the characters consistently, as if they are the original form of the character being played. RP's interaction with his followers shows a deep emotional and symbolic relationship, reflecting the existence of forms of love, affection, and personal identification towards digital characters.

This research aims to examine how the activities of the RP Love And Deepspace account reflect the daily culture of loving fictional characters, as well as how this simulation functions in forming social meaning and identity. In the context of digital culture, the roleplaying phenomenon not only

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acts as entertainment, but also as a form of active participation in a fictional world that is collectively constructed. RP players not only imitate the characters, but relive them in their daily lives through personal narrative, interaction, and online performance. Love for fictional characters in games like Love And Deepspace also shows how the line between reality and imagination is getting blurry. The characters in this game have a complex story background, distinctive personalities, and emotional connections built through interactive narratives, allowing players to feel deep emotional involvement.

This indicates that media consumers are no longer passive. They actively create meaning and expand the fictional world beyond the boundaries of the game. Through RP accounts, fans incarnate as co-creators of experiences shared publicly on social media. This phenomenon also highlights the change in the way we form identity. Identity is no longer fixed and single, but flexible and performative. Social media users can live a second life as a fictional character that they play, inserting personal experiences in the character's narrative. By observing the RP accounts of the Love And Deepspace characters, we can see how the culture of loving fictional characters becomes a daily practice that involves real emotions. Expressions of longing, affection, and attention given to account followers create an intimate and affective relational atmosphere. Social media becomes a new affective space that allows users to form emotional connections even without physical presence. These RP accounts not only convey messages, but also create emotional experiences that are felt together.

This culture reflects postmodern values where reality and fiction are mixed, and humans can choose to be anyone through digital representation. RP accounts become a bridge between personal desires, social needs, and narrative playspace. Thus, it is important to understand how this roleplaying practice is not just a digital trend, but a socio-cultural phenomenon that plays an important role in the construction of identity, social relations, and contemporary forms of love.

Research Methods

Write the Method This research uses a qualitative approach with the netnography method, which is the observation of roleplayer account activity on the Twitter platform for 1 month (April–May 2025). Researchers observed the interaction between the main RP accounts for each character:

- Xavier: @Princephilos, @Swordofmalice, @iPhilosPrince
- Zayne: @Habibi_Zayne, @dawnbbreaker, @FateofSnow
- Rafayel: @rafayelpainter, @Kiwook_LDS, @noturpainter
- Sylus: @Sylus_N109, @urhusbandsylus, @zoneN109, @OnychinusN109
- Caleb: @youronlypilot, @CalebX0, @Calqeb

Data is collected through tweet documentation, interaction threads, comments, and live chat activities that represent daily life and forms of emotional relationships in the RP community. The analysis is carried out by examining narratives, interaction patterns, and symbols that are formed. In the netnographic approach used, researchers not only observe the content produced by RP accounts, but also how the interaction between RP and its followers forms consistent communication patterns. This interaction is observed in the form of tweet replies, routine uploads, and special events such as "date RP" or "midnight voice tweet."

In addition to non-participative observations, researchers also used the field record method to record emerging social dynamics, including typical symbolic language, affectionate greetings, to the concept of time set based on game narration (in-game time). All of this is observed systematically to assess the intensity and quality of emotional involvement in character simulation. To enrich the data, researchers also analyzed fan-generated content such as fanart, video editing, and "moment with RP" threads spread across fanbase accounts.

This is important because it shows a form of active participation that creates a collective relationship between RP and its fan community.

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Data validity is reinforced by triangulating between accounts that play the same character (for example, three RP Xavier accounts), to see the narrative consistency and the role style they use. This also helps to understand how each RP interprets characters according to their own style. In addition, researchers compile analysis categories based on the dimensions of affection, identity performance, and participation intensity, which are used as a tool to dissect this phenomenon structurally. Observation results are coded thematically to facilitate in-depth analysis.

Results and Discussion

Emotion Representation Through Language and Symbols

Write Results In the world of roleplay (RP) of Love And Deepspace game characters, the use of language is one of the most important elements to build emotional closeness. Each RP account has a very distinctive speaking style, adapted to the personality of the character being played. For example, Xavier who is known to be calm and intellectual often uses long sentences with romantic and philosophical diction. On the contrary, Caleb tends to use casual, humorous, and warm language, showing a fun "boyfriend material" side. Symbols such as emojis are also not just decorations, but a medium for expressing emotions that is very meaningful in this digital interaction. Accounts like @youronlypilot or @Habibi_Zayne use heart emojis, stars, even bread and coffee as part of the greeting style and meaning of the moment. This emoji enriches text messages that tend to be dry, and makes communication feel more lively and full of nuances.

Each RP also has a distinctive way of greeting its followers. Greetings like "Good morning, my star," or "Have you eaten yet, beautiful?" Become a form of consistent attention and create a sense of intimacy even though the interaction is only through text. This greeting also indicates that RP plays a role not only as a character, but also as a virtual partner who is present in the lives of his followers. This built language style is not made carelessly. RPs usually organize character introduction threads, set interaction limits (boundaries), and even build side stories such as "date day," "anniversary," or "birthday surprise." All of this is done through consistent and symbolic language, creating a small world that feels real to the followers.

Uniquely, in the relationship between RP and his followers, RP is often considered to be truly "alive." When an RP deletes an account or say goodbye, many followers feel emotionally lost. They wrote farewell tweets, uploaded memory fanarts, and even made tributes like "In memory of Caleb's hugs." This shows that language and symbols have managed to create a very strong affective relationship. The use of symbols is not limited to emojis. Many RPs also use visual aesthetics—such as date templates, love-themed bios, or threads with certain color backgrounds—to strengthen emotional narratives. This is proof that RP is not just about imitating characters, but also creating a complete and consistent emotional atmosphere.

From here it can be seen that in digital culture, language and symbols are not just communication tools, but also an affective medium that creates attachment, intimacy, and emotional comfort. Through personal language style and meaningful symbols, the RPs managed to create a romantic experience that was so powerful that it felt real in the hearts of their followers.

Collective Narrative Formed Together

One of the interesting aspects of RP culture is how the narrative is not only formed by RP, but also by its followers. In this context, followers are not only spectators, but also actors in shaping the story. They co-write stories, respond to stories, and even direct the course of the narrative through active interaction. For example, when an RP creates a "date night" thread with a cinematic narrative, followers can reply

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with tweets such as, "I came wearing a red dress, do you like it?" Or "I'll bring your favorite chocolate." This interaction expands the story into a kind of improvised roleplay, where RP and followers create a shared world rich in imagination and affection. This togetherness gets stronger when the fanbase community participates in making certain traditions. For example, there is "Caleb's Love Day" which is celebrated every certain date, where followers and RP send each other messages of love, fanart, even hold a space (voice discussion) to tell each other about their experience of "making love" with Caleb. This creates a very emotional and memorable collective experience.

This form of collective narrative can also be seen from fanfiction and fanedit made by followers based on their interaction with RP. Not a few followers wrote a short story about "the first day I met Zayne" or made a memory video "we went to the planet Venus with Sylus." This shows that the virtual love story does not stop at the RP account, but develops in the imagination of many people. In this practice, RP becomes the central point of a collaborative imagination network. Each follower brings their own stories and experiences, but they are all connected in a narrative universe built together. As a result, this love story feels "shared," and not just belonging to one account or one person. Interestingly, RP also often responds and affirms the stories of their followers. For example, if a follower makes a story "birthday with Sylus," then Sylus' account can reply with "I still remember that time, honey," which makes the follower feel that the story is valid and important. This is a form of narrative recognition that is very meaningful in the digital world.

Thus, this collective narrative shows how social relations in RP are participatory, imaginative, and full of meaning. The experience of loving characters becomes a shared social experience, not only between two parties, but a community that together creates, celebrates, and nurtures digital love.

Escape, Identity, and Emotional Needs

For some users, RP account becomes a place to escape from the pressure of life. They find comfort and emotional validation in communication with the characters they love. This shows that RP culture is not just entertainment, but also a means of building identity and fulfilling psychosocial needs. In a daily life full of demands—whether it's academic, work, family, or non-ideal social conditions—many people find it difficult to find a safe space to express themselves and their feelings. This is where the role of RP account becomes very important. They are present as a virtual "friend" or "pair" who does not judge, is always present, and is ready to respond with affection. Characters like Zayne or Xavier, for example, are often described as a patient, understanding, and supportive couple—something that cannot always be obtained in the real world.

More than just escapism, the relationship between users and RP accounts is also a mirror of identity search. For many followers, loving a certain character reflects their personal values and desires: do they like a smart and calm man like Xavier, or a protective and gentle figure like Zayne? This preference is not only about taste, but also a form of exploration of who they are, how they want to be treated, and what they consider to be ideal love. It is not uncommon for RP account followers to convey personal stories through DM or tweet replies. They confide in their anxiety, trauma, or loneliness that they experience, and feel more

comfortable talking about it with "character" rather than real people. This happens not because it is unrealistic, but because they feel that the relationship with the RP character is more emotionally secure. There are no expectations, no judgments—just a virtual space where they can feel accepted and appreciated. RP account also provides relationship control experience. Users can choose how intense they want to engage. They can enjoy one-way interaction (reading and liking content), or choose to be more actively involved through replies, roleplay conversations, and voice chats. In a world that often makes people feel helpless, this control becomes very valuable. They can "fall in love" without risk, and can "end the relationship" without a deep wound.

This phenomenon also shows that emotional connection does not always require physical existence. Affection and attention can be built from words, time spent, and consistency of interaction. In fact, for some people, the presence of an RP account on their timeline every day feels more "real" than the people around them. In this context, feelings are a legitimate reality, even though the object is a fictional character. Finally, we can see that the activity of loving characters through RP accounts touches the

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deepest side of human needs: to be understood, noticed, and accepted. RP is not just entertainment or role play, but also an informal social therapy media that helps many people get through difficult days. In this digital era, love is not always in physical form—but can be present through text, emojis, and sweet greetings every morning from someone who is not real... but very meaningful.

Conclusion

By paying attention to the complexity of emotions, symbolic relationships, and the digital cultural structure surrounding the RP Love And Deepspace account, it can be concluded that this practice reflects a new way of loving and relating in the postmodern era. A relationship that is established is not just an illusion, but a form of real emotional participation that is part of a daily routine, identity search, and self-release from social pressure. In RP culture, love is not about who is real, but how love is felt and celebrated together in a digital space. The RP account phenomenon in the Love And Deepspace game shows how popular culture, digital technology, and affective needs combine to form daily cultural practices. Through love simulation and digital interaction, users not only "love" the character, but also create an alternative social space that gives meaning and identity. This research reveals that RP is not just a role play, but a manifestation of contemporary social dynamics in the simulation era.

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