

UNIVERSITAS NEGERI YOGYAKARTA

FACULTY OF MATHEMATICS AND NATURAL SCIENCES DEPARTMENT OF SCIENCE EDUCATION

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Bachelor of Education in Science

MODULE HANDBOOK

Module name:	Sosio-Anthropology Education					
Module level, if applicable:	Undergraduate					
Code:	IPA 6204					
Sub-heading, if applicable:	-					
Classes, if applicable:	-					
Semester:	4					
Module coordinator:	Ariefa Efianingrum, M.Si.Dr					
Lecturer:	Aloysius Setya Rohadi, M.Kes, Ariefa Efianingrum, M.Si,					
Lecturer.	Dr. Nur Djazifah Endang Rosdijati, M.Si					
Language:	Bahasa Indonesia					
Classification within the	Compulsory course					
curriculum:	Compulsory course					
Teaching format / class	100 minutes lectures and 120 minutes structured activities per					
hours per week during the	week.					
semester:	WOOK.					
	Total workload is 90.67 hours per semester which consists of					
Workload:	100 minutes lectures, 120 minutes structured activities, and					
	120 minutes individual study per week for 16 weeks.					
Credit points:	2					
Prerequisites course(s):						
Targeted learning outcomes:	After taking this course the students have ability to:					
	 CO1. Show independence and responsible in carrying out individual tasks and group assignments. CO2. Able to use knowledge systematically in solving problems related socio cultural education, school culture, multicultural education CO3. Can explain the concepts of the socio anthropology education and apply them in tasks that will be carried 					

out if students become science teachers							
Education as a socio-cultural process. Concepts, sociocultural methodologies in education, various cases and educational problems. The importance of climate, approaches, and socio-cultural influences, both from school and from outside the school (family, peer group, community-nation, and mass media) in a multicultural (pluralistic) society and education that is most suitable for Indonesian people in realizing the goals of national education both present and future.							
The final mark will be weight as follow:							
NO	CO	Objek Penilalan	_	Weight			
1	CO1, CO2,	a. Penugasan, Partisipasi	Tertulis	10%			
	CO3	b. Presentasi	Lisan	20%			
				20%			
		1	rertulis	20%			
		e. Ujian Akhir Semester	Tertulis	30%			
			Total	100%			
Board	d, LCD P	rojector, Laptop/Compu	ıter				
 Suyata, dkk. 2000. Modul Sosio-Antropologi Pendidikan. Semi-Que. Manan, Imran. 1989. Anthropologi Pendidikan, Suatu Pengantar (Terj. George F. Kneller). Jakarta P2LPTK Dirjen Dikti. Young Pai.1990. Cultural Fondations of Education. Columbus: Merrill Publishing Company. and other sources that are relevant both in the form of textbooks, journals and Internet resources that can be 							
	meth probl culture school medicis monation. The final school medicis monation. The final school sc	methodologie problems. The cultural influe school (famil media) in a m is most suitab national educational educati	methodologies in education, various problems. The importance of climate cultural influences, both from school school (family, peer group, commedia) in a multicultural (pluralistic) sis most suitable for Indonesian peoplinational education both present and for the final mark will be weight as follows: No	methodologies in education, various cases and problems. The importance of climate, approaches cultural influences, both from school and from school (family, peer group, community-nation, media) in a multicultural (pluralistic) society and edis most suitable for Indonesian people in realizing national education both present and future. The final mark will be weight as follow: The final mark will be weight as follow: The final mark will be weight as follow: Tertulis CO2, Partisipasi CO3 b. Presentasi C. Kuis CO4, Ujian sub Kompetensi E. Ujian Akhir Semester Total Board, LCD Projector, Laptop/Computer 1. Suyata, dkk. 2000. Modul Sosio-Antropologi Semi-Que. 2. Manan, Imran. 1989. Anthropologi Pendid Pengantar (Terj. George F. Kneller). Jaka Dirjen Dikti. 3. Young Pai.1990. Cultural Fondations of Columbus: Merrill Publishing Company. and other sources that are relevant both in textbooks, journals and Internet resources to			

PLO and CO mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PLO11	PLO12
CO1		✓		✓								
CO2			✓	✓								
CO3			✓	✓								