



**Kampus  
Merdeka**  
INDONESIA JAYA

# **SEMESTER LEARNING PLAN**

## **SEMESTER I**

**COURSE :**

**BASIC SOCIAL CULTURAL SCIENCES**

**CODE :**

**BW6022106**

**ISLAMIC ECONOMIC STUDY PROGRAM  
FACULTY OF ECONOMIC AND BUSINESS  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**



MAKASSAR MUHAMMADIYAH UNIVERSITY

Code : LP-UNISMUH-02.2

Date :

RPS form

Revision : 0

Page

Used For complete

: LP-UNISMUH-02.2 Learning Process standard

Process	Person responsible			Date
	Name	Position	Signature	
1. Formulation				
2. Inspection				
3. Consent				
4. Determination				
5. Control				

**SEMESTER LEARNING PLAN**  
**(BLENDED LEARNING MODEL – FLIPPED LEARNING TYPE)**

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**SUBJECT : BASIC SOCIAL SCIENCES AND CULTURE**

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**FACULTY OF ECONOMICS AND BUSINESS**  
**ISLAMIC ECONOMIC STUDIES PROGRAM**

**SEMESTER LEARNING PLAN**

COURSE NAME		MK CODE	MK RUMPU		WEIGHT (CREDITS)		SEMESTER	DATE OF COMPILATION
BASIC SOCIAL AND CULTURAL SCIENCES		BW6022106			T=2	P =..	I	.....
GKM FEB UNISMUH		NAME OF RPS PREPAITOR		RMK COORDINATOR		KA PRODI		
Asri Jaya, SE, MM		Dr. Nur Wahid, S.sos		Dr. Nur Wahid, S. Ssos		Dr. H. Muhammad Najib Kasim, SE, M.Sc		
<b>LEARNING OUTCOMES (CPL – CPMK – Sub CPMK)</b>	<b>GRADUATE LEARNING OUTCOMES CHARGED AT MK (CPL)</b>							
	CPL 1 ( S)	Value diversity culture , views , religion and beliefs , as well opinion or findings someone else's original ;						
	CPL2 (8)	Internalize values , norms and ethics academic ;						
	CPL3 (KU1)	Able to apply thinking logical , critical , systematic , and innovative in context development or implementation knowledge observing and applying knowledge and technology _ mark appropriate humanities _ with field his expertise ;						
	CPL4 (KU7)	Able to take responsibility answer on achievement results Work group and do supervision as well as evaluation to solution assigned work _ to workers below __ _ not quite enough the answer ;						
	Q Q1	Able to analyze and evaluate in a way precise and critical diverse information in text Language English oral and written ( <i>listening and reading comprehension</i> ) in context daily / general , academic , and work equivalent level B2 ( <i>Common European Framework of Reference for Languages Standards</i> );						
	KK4	Capable carry out educational learning _ with atmosphere and appropriate learning processes with rule pedagogical For facilitate development character And potency self student as learner independent ( <i>self-regulated learner</i> );						



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**COURSE LEARNING CAPAIN (CPMK)**

CPMK1	Student able to make you fat room scope and direction paradigm Knowledge Social Basic Culture as multidisciplinary knowledge ( S8, K U7 )
CPMK2	Student capable study correlation man as creators and users culture (S5, K K 4 )
CPMK3	Student capable study impact modernization and globalization for civilization human ( S 5, K U 1 )
CPMK4	Student capable hook position man as individuals and creatures social ( S 5 , KK 4 )
CPMK 5	Student capable elaborate substance values and morals for life human (KU 1 , K K 4 )
CPMK 6	Student capable hook diversity in life religion , society , state and global life ( KU 7, KK1 )
CPMK 7	Student capable criticize science , technology and art impact for life human ( S 8, KK 1 )
CPMK 8	Student capable solve problem in related socio - cultural environment with activity man ( KU 1, KK4 )

**FINAL CAPABILITY OF EACH LEARNING STAGE (Sub-CPMK)**

Sub-CPMK1	Student capable explain definition room scope knowledge social culture base
Sub-CPMK2	Student capable analyze and identify human nature
Sub-CPMK3	Student able to analyze the urgency and essence of humans as cultural creatures
Sub-CPMK4	Student able to analyze the meaning, function and role of individuals, families, society and their correlations
Sub-CPMK5	Student capable analyze problem manners and humans as creature civilized
Sub-CPMK6	Student capable analyze elements , scope, form and meaning of aesthetics and being able to appreciate various forms of aesthetics
Sub-CPMK7	Student capable analyze elements , scope, the role of youth past and future coming , in the country and the environment public
Sub-CPMK8	Student capable analyze cultural diversity of society (multiculturalism) and its problems



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	Sub-CPMK9	Student capable analyze the essence of social systems, social institutions and social stratification					
	Sub-CPMK10	Student capable analyze the meaning of science and technology, its function and impact					
	Sub-CPMK11	Student capable analyze its importance, problems and anticipatory steps for its development					
	Sub-CPMK12	Student capable analyze the significance hope for student					
	Sub-CPMK13	Student capable find relevant social problems _ with field his knowledge					
	Sub-CPMK14	Student capable looking for cases of cultural problems that can determine a cultural problem properly and correctly					
	<b>CORRELATION</b>	<b>Sub-CPMK1</b>	<b>Sub-CPMK2</b>	<b>Sub-CPMK3</b>	<b>Sub-CPMK4</b>	<b>Sub-CPMK5</b>	<b>Sub-CPMK6</b>
	<b>CPMK1</b>	✓					
	<b>CPMK2</b>		✓				
	<b>CPMK3</b>		✓				
<b>CPMK4</b>			✓				
<b>COURSE DESCRIPTION</b>	Subject _ This is eye Studying Odd Semester Bachelor of Management Program . Subject _ This instill social and cultural values through principles Material: Introduction to SBD; Human Nature; Humans are Cultural Creatures; Individual, Family and Society; Man and Adab; Man and Aesthetics ; Coating Social; Multiculturalism; Humans, Science and Technology; humans and the environment .						
<b>STUDY MATERIALS (TOPICS)</b>	<ol style="list-style-type: none"> <li>1. Scope and Direction of the Paradigm Basic Social and Cultural Sciences</li> <li>2. Human as Creators and Users Culture</li> <li>3. Human Civilization in the middle Modernization and Globalization</li> <li>4. Human as Individuals and Social Beings</li> <li>5. The Nature of Moral Values in Human life</li> <li>6. Influence Diversity To Life Religion , society , state and global life</li> <li>7. The Meaning of Science, Technology and Art for Humans</li> </ol>						



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8. Humans and the Socio- Cultural Environment

**REFERENCE**

**References :**

1. Abdul Hakam, Kama. 2000. *Humans and the Environment Social The culture* . Paper, ISBD Lecturer Workshop, Batam : Ministry of National Education
2. Urbanus Ura Weruin . 2014. *Humans, Culture and Society* , Jakarta: Pustaka Mandiri .
3. Herimanto , Winarno . 2009. *Basic Social and Cultural Sciences* . Jakarta: Bumi Literacy.
4. Tumanggor , Rusmin , et al . 2008. *Basic Social & Cultural Sciences* . Jakarta: Kencana Pernada Media Group.
5. Zen, MT 1982. *Science, Technology and the Future of Man*. Jakarta: PT. Scholastic.
6. Andersson, J., Garrison, J., & Östman, L. (2018). Empirical Philosophical Investigations in Education and Embodied Experience. In *Empirical Philosophical Investigations in Education and Embodied Experience*. <https://doi.org/10.1007/978-3-319-74609-8>
7. Doda, Z. (2005). *Lecture Notes for Health Science Students: Introduction to Sociocultural Anthropology*. June.
8. Anthikad , J. (2014). *Introduction to Sociology. Sociology for Graduate Nurses*, June, 1–1.

**Reference Addition :**

1. Internet
2. Journal of Education

**LECTURER  
NAME**

Dr. Nur Wahid, S. Sos



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**REQUIRED  
COURSES**

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## 1. 1<sup>ST</sup> MEETING

LESSON PLAN: 1 <sup>ST</sup> MEETING											
ASPECT	ONLINE					OFFLINE					
SUB-CPMK	LESSON PLAN: MEETING 1										
	ASPECT	ONLINE					OFFLINE				
	SUB-CPMK	Student able explain definition space scope knowledge social culture base									
	INDICATOR	<ul style="list-style-type: none"> <li>- Understand the meaning of ISBD</li> <li>- Understand background</li> <li>- Understand purpose &amp; target</li> <li>- Understand object of study / problem</li> <li>- Understand approach method</li> <li>- Got it relevance</li> </ul>									
	STUDY MATERIALS	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base									
	INSTRUCTIONAL MEDIA	SPADA URL	-					Learning in class : Laptops, LCD Projectors, and Stationery			
		LMS Features	Page	√	Lessons		Slides				
URLs			√	Forum	√	Quiz	√				
Dock			√	Task	√	Meetings					
Videos				Survey		Other					
Other Media	Videos, Zoom, Google Meet, and YouTube										
LEARNING MODEL	Scenarios & Features					Scenario					

### LESSON PLAN: 1<sup>ST</sup> MEETING

ASPECT	ONLINE		OFFLINE		
	<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>	
	<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>			
	<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>	<b>Instruments</b>	<b>Type</b>	<b>Instruments</b>
		<i>Assignment</i>	<i>Literature Review Forum = Feedback</i>	Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric
	<b>Weight : 3.5%</b>				

## 2. 2<sup>ND</sup> MEETING

LESSON PLAN: 2 <sup>ND</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze and identify human nature						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand the essence of a single/monoplural compound being</li> <li>- Understand single dual/monodual creatures</li> <li>- Understand natural structure</li> <li>- Understand nature</li> <li>- Understand natural position</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos social science culture base</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight : 3.5%</b>						

### 3. 3<sup>RD</sup> MEETING

LESSON PLAN: 3 <sup>RD</sup> MEETING									
ASPECT	ONLINE				OFFLINE				
<b>SUB-CPMK</b>	Student able to analyze the urgency and essence of humans as cultural creatures								
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand the essence of cultural beings</li> <li>- Understand the characteristics of cultural creatures</li> <li>- Understanding human creators and supporters of culture</li> <li>- Understanding the needs of cultural beings</li> <li>- Understand culture and cultural systems</li> <li>- Understand cultural elements</li> <li>- Understanding cultural forms</li> </ul>								
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base								
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					Learning in class : Laptops, LCD Projectors, and Stationery		
	LMS Features	Page	√	Lessons		Slides			√
		URLs	√	Forum	√	Quiz			√
		Dock	√	Task	√	Meetings			
	Videos		Survey		Other				
	Other Media	Videos, Zoom, Google Meet, and YouTube							
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>				
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>				
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>								
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>		
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		Presentation ( <i>Group Work</i> ) Group discussion		Holistic Assessment Rubric		

<b>LESSON PLAN: 3<sup>RD</sup> MEETING</b>		
<b>ASPECT</b>	<b>ONLINE</b>	<b>OFFLINE</b>
	<b>Weight : 3.5%</b>	

#### 4. 4<sup>TH</sup> MEETING

LESSON PLAN: 4 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student able to analyze the meaning, function and role of individuals, families, society and their correlations						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand the definition of individual, family and society</li> <li>- Understanding individual growth</li> <li>- Understand the function of the family</li> <li>- Understand the relationship between individuals, families and society</li> <li>- Understand the role of society on individuals and families</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight : 3.5%</b>						

## 5. 5<sup>TH</sup> MEETING

LESSON PLAN: 5 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze problem manners and humans as creature civilized						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand understanding manners and civilization</li> <li>- Understand man creature civilized</li> <li>- Understand the development of etiquette</li> <li>- Understand the elements of etiquette</li> <li>- Understand norms and moral values</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight : 3.5%</b>						

## 6. 6<sup>TH</sup> MEETING

LESSON PLAN: 6 <sup>TH</sup> MEETING								
ASPECT	ONLINE			OFFLINE				
<b>SUB-CPMK</b>	Student capable analyze elements , scope, form and meaning of aesthetics and being able to appreciate various forms of aesthetics							
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand aesthetic sense</li> <li>- Understand the scope of aesthetics</li> <li>- Understand aesthetic elements</li> <li>- Understand aesthetic form/form</li> <li>- Understand the appreciation of various forms of aesthetics</li> </ul>							
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base							
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					Learning in class : Laptops, LCD Projectors, and Stationery	
	LMS Features	Page	√	Lessons		Slides		√
		URLs	√	Forum	√	Quiz		√
		Dock	√	Task	√	Meetings		
		Videos		Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube							
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>			<b>Scenario</b>				
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>			<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>				
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>							



## 7. 7<sup>TH</sup> MEETING 7

LESSON PLAN: 7 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze elements , scope, the role of youth past and future coming , in the country and the environment public						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand internalization of learning and socialization</li> <li>- Understand fighting for Indonesian youth</li> <li>- Understand youth and identity</li> <li>- Understand youth coaching and development</li> <li>- Understand problems and potential of youth</li> <li>- Understand college and education</li> <li>- Understand develop youth potential</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i>			Presentation ( <i>Group Work</i> )	Holistic Assessment Rubric

LESSON PLAN: 7 <sup>TH</sup> MEETING			
ASPECT	ONLINE		OFFLINE
		Forum = <i>Feedback</i>	Group discussion
	<b>Weight : 3.5%</b>		

## 8. 8<sup>TH</sup> MEETING 8

LESSON PLAN: 8 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Mid semester						
<b>INDICATOR</b>	- Able to complete the question given related topic meetings 1-7						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 30%						

## 9. 9<sup>TH</sup> MEETING

LESSON PLAN: 9 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze cultural diversity of society (multiculturalism) and its problems						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand understanding multiculturalism</li> <li>- Understanding multicultural and ethnic groups</li> <li>- Understand the typology of pluralistic societies and their problems</li> <li>- Understand the difference between multicultural and plural concepts</li> <li>- Understanding monoculture and cultural domination</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 3.5%						

## 10. 10<sup>TH</sup> MEETING

LESSON PLAN: 10 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze the essence of social systems, social institutions and social stratification						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand definition of social system</li> <li>- Understand social institutions</li> <li>- Understand social stratification</li> <li>- Understand equality of degree</li> <li>- Understand elite and masses</li> <li>- Understand division of labor / income</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
	Videos		Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 3.5%						

## 11. 11<sup>TH</sup> MEETING

LESSON PLAN: 11 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze the meaning of science and technology, its function and impact						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand meaning of science and technology</li> <li>- Understand developments in science and technology</li> <li>- Understand the correlation between humans, science and technology</li> <li>- Understand the role and function of science and technology</li> <li>- Understand the impact of science, technology and its developments</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
Videos			Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 3.5%						

## 12. 12<sup>TH</sup> MEETING

LESSON PLAN: 12 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze its importance, problems and anticipatory steps for its development						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand environmental understanding</li> <li>- Understand environmental damage</li> <li>- Understand various kinds of living environments</li> <li>- Understand social environment</li> <li>- Understand environmental preservation and development</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			Presentation ( <i>Group Work</i> ) Group discussion	Holistic Assessment Rubric
	<b>Weight</b> : 3.5%						

### 13. 13<sup>TH</sup> MEETING

LESSON PLAN: 13 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable analyze the significance hope for student						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand the importance of hope</li> <li>- Understanding the realization of ideals</li> <li>- Understanding different beliefs and improving them</li> <li>- Understanding has no hope</li> <li>- Understanding beliefs</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> <li>Related videos social science culture base</li> </ul>						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 3.5%						



## 14. 14<sup>TH</sup> MEETING

LESSON PLAN: 14 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable find relevant social problems _ with field his knowledge						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand social problems that exist in society</li> <li>- Understand Determine one case as a problem</li> <li>- Understand case description</li> <li>- Understand identify factors and indicators</li> <li>- Understand factor analysis, indicators</li> <li>- Understand alternative solution</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
	Videos		Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight</b> : 3.5%						


## 15. 15<sup>TH</sup> MEETING

LESSON PLAN: 15 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Student capable looking for cases of cultural problems that can determine a cultural problem properly and correctly						
<b>INDICATOR</b>	<ul style="list-style-type: none"> <li>- Understand various cultural problems in society</li> <li>- Understand define one case</li> <li>- Understand case description</li> <li>- Understand identify factors and indicators</li> <li>- Understand factor and indicator analysis</li> <li>- Understand alternative solution</li> </ul>						
<b>STUDY MATERIALS</b>	<ul style="list-style-type: none"> <li>- Text</li> <li>- PPT Slides</li> </ul> Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
	Videos		Survey		Other		
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>		<b>Type</b>		<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>		<i>Presentation ( Group Work )</i> <i>Group discussion</i>		<i>Holistic Assessment Rubric</i>
	<b>Weight : 3.5%</b>						

## 16. 16<sup>TH</sup> MEETING

LESSON PLAN: 16 <sup>TH</sup> MEETING							
ASPECT	ONLINE				OFFLINE		
<b>SUB-CPMK</b>	Semester Final						
<b>INDICATOR</b>	- Able to complete the question given related topic meeting 9-15						
<b>STUDY MATERIALS</b>	- Text - PPT Slides Related videos social science culture base						
<b>INSTRUCTIONAL MEDIA</b>	SPADA URL	-					
	LMS Features	Page	√	Lessons		Slides	√
		URLs	√	Forum	√	Quiz	√
		Dock	√	Task	√	Meetings	
		Videos		Survey		Other	
Other Media	Videos, Zoom, Google Meet, and YouTube						
<b>LEARNING MODEL</b>	<b>Scenarios &amp; Features</b>				<b>Scenario</b>		
<b>LEARNING TIME BURDEN</b>	<ul style="list-style-type: none"> <li>▪ <b>Independent Study</b> : 3 x 50 minutes</li> <li>▪ <b>Task Structured</b> : 3 x 50 minutes</li> </ul>				<ul style="list-style-type: none"> <li>▪ <b>Face to face</b> : 3 x 50 minutes</li> </ul>		
<b>LEARNING EXPERIENCE</b>	<ul style="list-style-type: none"> <li>- <b>Activity Independent</b></li> <li>- <b>Discussion</b></li> </ul>						
<b>LEARNING ASSESSMENT</b>	<b>LMS Features</b>		<b>Instruments</b>			<b>Type</b>	<b>Instruments</b>
	<i>Assignment</i>		<i>Literature Review</i> <i>Forum = Feedback</i>			<i>Presentation ( Group Work )</i> <i>Group discussion</i>	<i>Holistic Assessment Rubric</i>
	<b>Weight : 30%</b>						

# PROJECT TASKS PLAN

	<b>MAKASSAR MUHAMMADIYAH UNIVERSITY</b> FACULTY OF ECONOMICS AND BUSINESS <b>ISLAMIC ECONOMIC STUDIES PROGRAM</b>			
<b>STUDENT ASSIGNMENT PLAN</b>				
<b>COURSE IDENTITY</b>	<b>MK's name</b>	<b>Code</b>	<b>Semester</b>	<b>SKS</b>
		<b>BASIC SOCIAL AND CULTURAL SCIENCES</b>		
<b>TASK DESIGN</b>	<b>Form of Assignment</b>		<b>Task Completion Time</b>	
	Practice Papers and Questions		Adjusted to the time spent discussing or working on assignments, or the amount of contribution an ability makes to achieving competency in this course.	
<b>ASSIGNMENT TITLE</b>	Explain concepts, estimates and projections based on study topics at meetings 1-7 and 9-15 Task URL in LMS:			
<b>Sub-CPMK</b>	Subject _ This explain about participant's personal abilities educate and instill mark mark social and cultural .			
<b>DESCRIPTION</b>	Explain and Discuss knowledge social culture basic on the topic material that has been discussed			
<b>ASSIGNMENT METHODS</b>	Assignments are carried out in accordance with the instructions of the teaching lecturer			
<b>TASK OBJECT</b>	Papers and practice questions			
<b>TASK OUTPUT</b>	Paper			
<b>EVALUATION</b>	<b>Criteria &amp; Indicators</b>		<b>Assessment Techniques</b>	<b>Weight (%)</b>
	- Retention of material		Holistic Rubric	- 40%
	- Quiz/Practice Questions			- 30%
	- Independent task			- 30%
Information:				
<b>TIMETABLE</b>	<b>Stages</b>		<b>Time</b>	

	<ul style="list-style-type: none"> <li>- Topics 1 – 5</li> <li>- Midterm exam</li> <li>- Topics 7 – 10</li> <li>- Final exams</li> <li>- Inputting Exam Result Values</li> </ul>	<ul style="list-style-type: none"> <li>- March 15, 2021 – April 26, 2021</li> <li>- May 4, 2021</li> <li>- May 10, 2021 – June 21, 2021</li> <li>- July 26, 2021</li> <li>- 27 July – 15 August 2021</li> </ul>
<b>ETC</b>		
<b>REFERENCES</b>	<p>Abdul Hakam, Kama. 2000. <i>Humans and the Environment Social The culture</i> . Paper, ISBD Lecturer Workshop, Batam : Ministry of National Education .</p> <p>Urbanus Ura Weruin . 2014. <i>Humans, Culture and Society</i> , Jakarta: Pustaka Mandiri .</p> <p>Herimanto , Winarno . 2009. <i>Basic Social and Cultural Sciences</i> . Jakarta: Bumi Literacy.</p> <p>Tumanggor , Rusmin , et al . 2008. <i>Basic Social &amp; Cultural Sciences</i> . Jakarta: Kencana Pernada Media Group.</p> <p>Zen, MT 1982. <i>Science, Technology and the Future of Man</i>. Jakarta: PT. Scholastic.</p> <p>Andersson, J., Garrison, J., &amp; Östman, L. (2018). <i>Empirical Philosophical Investigations in Education and Embodied Experience</i>. In <i>Empirical Philosophical Investigations in Education and Embodied Experience</i>. <a href="https://doi.org/10.1007/978-3-319-74609-8">https://doi.org/10.1007/978-3-319-74609-8</a></p> <p>Doda, Z. (2005). <i>Lecture Notes for Health Science Students: Introduction to Sociocultural Anthropology</i>. June.</p> <p>Anthikad , J. (2014). <i>Introduction to Sociology</i> . Sociology for Graduate Nurses, June, 1–1.</p>	

## CPL ASSESSMENT AND ACHIEVEMENTS

TOPIC	SUNDAY	CPL	CPMK	Sub-CPMK	ASSESSMENT	WEIGHT (%)	CATEGORY
I	1	1,2,3,4	1	1	<i>Assignment , Group Presentation ( Work Group )</i>	3.5%	Online
II	2	1,2,3,4	1	2	<i>Assignments , Group Presentations ( Work Group</i>	3.5 %	Online
III	3	1,2,3,4	1,2	3	<i>Assignments , Group Presentations ( Work Group</i>	3.5 % _	Online
IV	4	1,2,3,4	1,2	4	<i>Assignments , Group Presentations ( Work Group</i>	3.5%	Online
V	5 - 7	1,2,3,4	1,2	5 -7	<i>Assignments , Group Presentations ( Work Group</i>	6.5%	Online
VI	8	1,2,3,4	1,2	1,2,3,4,5 ,6,7	<i>Assignment</i>	30%	Online
VII	9 - 11	1,2,3,4	1	9,10,11	<i>Assignments , Group Presentations ( Work Group</i>	6.5%	Online
IX	12 - 13	1,2,3,4	1	12,13	<i>Assignments , Presentations</i>	6%	Online

TOPIC	SUNDAY	CPL	CPMK	Sub-CPMK	ASSESSMENT	WEIGHT (%)	CATEGORY
					Group ( <i>Work Group</i> )		
X	14	1,2,3,4	1	14	<i>Assignments , Group Presentations ( Work Group</i>	3.5%	Online
XI	15	1,2,3,4	1	15	<i>Assignments , Group Presentations ( Work Group</i>	3.5%	Online
XI	16	1,2,3,4	1	9,10,11,12,13,14,15	<i>Assignment</i>	30%	Online

## ASSESSMENT AND ASSESSMENT SCALE

EVALUATION			SCORING SCALE	
ASPECT	TYPE	PROPORTION (%)	INTERVALS	LETTER
Absence	-	5	80 - 100	A
Activity completion	-	10	65 - < 80	B
Formative Assessment	Quiz	5	50 - <65	C
	Task 1	5	40 - <50	D
	Task other	5	0 - <40	E
Summative Assessment	Task project	40		
	UTS	15		
	UAS	15		

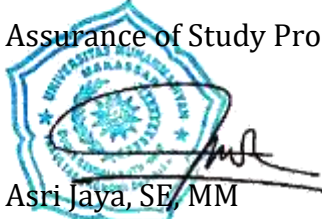


## BIBLIOGRAPHY

- Abdul Hakam, Kama. 2000. *Humans and the Environment Social The culture* . Paper, ISBD Lecturer Workshop, Batam : Ministry of National Education .
- Urbanus Ura Weruin . 2014. *Humans, Culture and Society* , Jakarta: Pustaka Mandiri .
- Herimanto , Winarno . 2009. *Basic Social and Cultural Sciences* . Jakarta: Bumi Literacy.
- Tumanggor , Rusmin , et al . 2008. *Basic Social & Cultural Sciences* . Jakarta: Kencana Pernada Media Group.
- Zen, MT 1982. *Science, Technology and the Future of Man*. Jakarta: PT. Scholastic.
- Andersson, J., Garrison, J., & Östman, L. (2018). *Empirical Philosophical Investigations in Education and Embodied Experience*. In *Empirical Philosophical Investigations in Education and Embodied Experience*. <https://doi.org/10.1007/978-3-319-74609-8>
- Doda, Z. (2005). *Lecture Notes for Health Science Students: Introduction to Sociocultural Anthropology*. June.
- Anthikad , J. (2014). *Introduction to Sociology* . Sociology for Graduate Nurses, June, 1-1.

Makassar, 20 June 2021

RPS Compiler Reviewer  
Assurance of Study Program



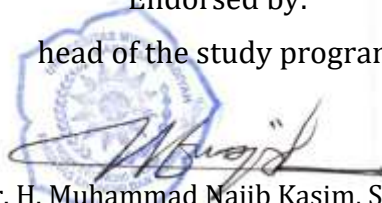
Asri Jaya, SE, MM  
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Course Coordinator



Dr. Nur Wahid, S. Sos  
NIDN. 919117803

Endorsed by:  
head of the study program



Dr. H. Muhammad Najib Kasim, SE, M.Si  
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