



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences,**  
**Social Sciences Education Masters Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Social Studies Learning Design	8712002080	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	April 30, 2023
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Dr. Nuansa Bayu Segara, S.Pd., M.Pd.	Dr. Agus Suprijono, M.Si.			Dr. Agus Suprijono, M.Si.		

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																					
	<b>PO - 1</b>	Students are able to formulate learning plans that are based on learning theory, innovative, and in accordance with the social studies curriculum in schools.																																																																																																				
	<b>PO - 2</b>	Students determine social studies learning objectives that suit the school curriculum and the characteristics of the school environment.																																																																																																				
	<b>PO - 3</b>	Students are able to determine the appropriate assessment design according to the characteristics and needs of students in the school environment.																																																																																																				
	<b>PO - 4</b>	Students are able to design appropriate learning according to the characteristics and needs of students in the school environment.																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																																
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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<b>Short Course Description</b>	This course aims to develop student competence in planning social studies learning in accordance with innovative approaches, theories, models or learning strategies and in accordance with current educational demands. In this course, students are also introduced to learning planning in the independent curriculum which in the future will become a new standard in the world of education. The hope is that students can be adaptive in welcoming all forms of change that exist in the world of education.
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>Zevin, J. (2015). Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools (4th ed.). Routledge. <a href="https://doi.org/10.4324/9781315795867">https://doi.org/10.4324/9781315795867</a></li> <li>Tung, K.Y. (2015). Pembelajaran dan Perkembangan Belajar. Indeks: Jakarta.</li> <li>Trudy W. Banta, Catherine A. Palomba (2015). Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education. Jossey-Bass: USA.</li> <li>Berry, R. (2008). Assessment for learning. Hong Kong University Press</li> </ol>
	<b>Supporters:</b>	

Supporting lecturer		Dr. Agus Suprijono, M.Si. Dr. Nuansa Bayu Segara, S.Pd., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain operational learning-based learning designs.	<ol style="list-style-type: none"> <li>1.Students are able to correctly explain the meaning of learning design.</li> <li>2.Students are able to correctly explain the meaning of the concept of operative learning.</li> <li>3.Students are able to correctly explain operational learning-based learning plans.</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students draw conclusions from various operational learning-based planning sources. 2x50	PjBL: Concept Exploration Students draw conclusions from various operational learning-based planning sources. 2x50	<b>Material:</b> Social Studies Learning Design <b>Reference:</b> Zevin, J. (2015). <i>Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools (4th ed.)</i> . Routledge. <a href="https://doi.org/...">https://doi.org/...</a>	5%
2	Students are able to explain learning designs based on a systems approach	<ol style="list-style-type: none"> <li>1.Students are able to correctly explain the meaning of systems approach-based learning.</li> <li>2.Students are able to correctly explain the meaning of concepts based on a systems approach</li> <li>3.Students are able to correctly explain the learning design based on a systems approach</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students draw conclusions from various planning sources based on the 2x50 system approach	PjBL: Concept Exploration Students draw conclusions from various planning sources based on the 2x50 system approach	<b>Material:</b> Social Studies Learning Design <b>Reference:</b> Zevin, J. (2015). <i>Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools (4th ed.)</i> . Routledge. <a href="https://doi.org/...">https://doi.org/...</a>	5%
3	Students are able to explain learning designs based on a systems approach	<ol style="list-style-type: none"> <li>1.Students are able to correctly explain the meaning of transformative psychopedagogy-based learning.</li> <li>2.Students are able to correctly explain the meaning of concepts based on transformative psychopedagogy.</li> <li>3.Students are able to correctly explain the learning design based on transformative psychopedagogy.</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students draw conclusions from various planning sources based on transformative psychopedagogy. 2x50	PjBL: Concept Exploration Students draw conclusions from various planning sources based on transformative psychopedagogy. 2x50	<b>Material:</b> Social Studies Learning Design <b>Reference:</b> Zevin, J. (2015). <i>Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools (4th ed.)</i> . Routledge. <a href="https://doi.org/...">https://doi.org/...</a>	5%
4	Students are able to explain learning designs based on heutagogical learning principles.	<ol style="list-style-type: none"> <li>1.Students are able to identify the principles of heutagogical learning.</li> <li>2.Students are able to identify the principles of heutagogical learning.</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students conclude from various planning sources the principles of heutagogical learning. 2x50	PjBL: Concept Exploration Students conclude from various planning sources the principles of heutagogical learning. 2x50	<b>Material:</b> Social Studies Learning Design <b>Reference:</b> Zevin, J. (2015). <i>Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools (4th ed.)</i> . Routledge. <a href="https://doi.org/...">https://doi.org/...</a>	5%

5	Students are able to explain learning designs based on heutagogical learning principles.	<ol style="list-style-type: none"> <li>1. Students formulate the concept of learning outcomes.</li> <li>2. Students are able to classify learning achievement analysis models.</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students draw conclusions from various sources about learning achievement analysis models. 2x50	PjBL: Concept Exploration Students draw conclusions from various sources about learning achievement analysis models. 2x50	<b>Material:</b> Social Studies Learning Design <b>Reference:</b> Zevin, J. (2015). <i>Social Studies for the Twenty-First Century: Methods and Materials for Teaching in Middle and Secondary Schools</i> (4th ed.). Routledge. <a href="https://doi.org/...">https://doi.org/...</a>	5%
6	Students are able to work on linking cognitive learning theories to learning design	<ol style="list-style-type: none"> <li>1. Students are able to understand cognitive learning theories.</li> <li>2. Students are able to relate cognitive learning theories to learning design</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students analyze various cognitive theories and relate them to learning design. 2x50	PjBL: Concept Exploration Students analyze various cognitive theories and relate them to learning design. 2x50	<b>Material:</b> Cognitive Learning Theory <b>References:</b> Tung, KY (2015). <i>Learning and Learning Development</i> . Index: Jakarta.	5%
7	Students are able to work on linking cognitive learning theories to learning design	<ol style="list-style-type: none"> <li>1. Students are able to understand connectivism theory.</li> <li>2. Students are able to relate connectivist learning theories to learning design</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBL: Concept Exploration Students collaborate with colleagues and lecturers to carry out theoretical analysis and link it to learning plans. 2x50	PjBL: Concept Exploration Students collaborate with colleagues and lecturers to carry out theoretical analysis and link it to learning plans. 2x50	<b>Material:</b> Cognitive Learning Theory <b>References:</b> Tung, KY (2015). <i>Learning and Learning Development</i> . Index: Jakarta.	5%
8	Mastering the concept of social studies learning design	linking learning theories to learning design	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Test	MIDDLE SEMESTER EXAMINATION (TEST BASED ON PRODUCT) 2X50	MIDDLE SEMESTER EXAMINATION (TEST BASED ON PRODUCT) 2X50	<b>Material:</b> Learning Planning <b>Bibliography:</b> Trudy W. Banta, Catherine A. Palomba (2015). <i>Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education</i> . Jossey-Bass: USA.	0%
9	Students understand the learning outcomes, learning objectives and teaching tools in the school curriculum	<ol style="list-style-type: none"> <li>1. Students are able to understand the general overview of the social studies curriculum in secondary schools.</li> <li>2. Students are able to understand CP, objectives and teaching tools in the Social Sciences curriculum.</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBl: Formulating Basic Questions Students analyze CP, objectives and teaching tools in the Social Sciences 2X50 curriculum	PjBl: Formulating Basic Questions Students analyze CP, objectives and teaching tools in the Social Sciences curriculum 2 X 50	<b>Material:</b> learning outcomes <b>References:</b> Tung, KY (2015). <i>Learning and Learning Development</i> . Index: Jakarta.	5%
10	Students understand the learning outcomes, learning objectives and teaching tools in the school curriculum	<ol style="list-style-type: none"> <li>1. Students are able to analyze examples of learning objective flow components.</li> <li>2. Students are able to provide criticism of examples of learning objective flow components.</li> </ol>	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	PjBl: Developing products . Students formulate the flow of social studies learning objectives in the curriculum. Students criticize in the discussion process. 2X50	Students formulate the flow of social studies learning objectives in the curriculum. Students carry out criticism in the discussion process. 2 X 50	<b>Material:</b> learning outcomes <b>References:</b> Tung, KY (2015). <i>Learning and Learning Development</i> . Index: Jakarta.	10%

11	Students analyze the RPP components in the school curriculum	<ol style="list-style-type: none"> <li>1. Students are able to analyze the components of the RPP</li> <li>2. Students are able to provide criticism of the example lesson plan</li> </ol>	<p><b>Criteria:</b> Formative</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBl: Develop RPP products . Students analyze RPP components based on Learning Theory which are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2X50</p>	<p>PjBl: Develop RPP products . Students analyze RPP components based on Learning Theory which are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2 X 50</p>	<p><b>Material:</b> learning outcomes</p> <p><b>References:</b> <i>Tung, KY (2015). Learning and Learning Development. Index: Jakarta.</i></p>	10%
12	Students analyze the RPP components in the school curriculum	<ol style="list-style-type: none"> <li>1. Students are able to analyze various assessment alternatives</li> <li>2. Students are able to provide criticism of the example lesson plan</li> </ol>	<p><b>Criteria:</b> Formative</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBl: Prepare RPP products . Students analyze various assessment alternatives that are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2X50</p>	<p>PjBl: Prepare RPP products . Students analyze various assessment alternatives that are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2 X 50</p>	<p><b>Material:</b> learning outcomes</p> <p><b>References:</b> <i>Tung, KY (2015). Learning and Learning Development. Index: Jakarta.</i></p>	10%
13	Students formulate theory-based learning plans (RPP) that are in accordance with the social studies curriculum in schools.	<ol style="list-style-type: none"> <li>1. Students are able to formulate learning objectives</li> <li>2. Students are able to determine learning assessments</li> <li>3. Students are able to formulate learning scenarios</li> </ol>	<p><b>Criteria:</b> Formative</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBl: Develop RPP products . Students formulate RPPs based on Learning Theory that are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2X50</p>	<p>PjBl: Develop RPP products . Students formulate RPPs based on Learning Theory that are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2 X 50</p>	<p><b>Material:</b> learning outcomes</p> <p><b>References:</b> <i>Tung, KY (2015). Learning and Learning Development. Index: Jakarta.</i></p>	10%
14	Students formulate theory-based learning plans (RPP) that are in accordance with the social studies curriculum in schools.	<ol style="list-style-type: none"> <li>1. Students are able to formulate learning objectives</li> <li>2. Students are able to determine learning assessments</li> <li>3. Students are able to formulate learning scenarios</li> </ol>	<p><b>Criteria:</b> Formative</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBl: Develop RPP products . Students formulate RPPs based on Learning Theory that are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2X50</p>	<p>PjBl: Develop RPP products . Students formulate RPPs based on Learning Theory that are in accordance with the Social Sciences curriculum. Students criticize in the discussion process. 2 X 50</p>	<p><b>Material:</b> learning outcomes</p> <p><b>References:</b> <i>Tung, KY (2015). Learning and Learning Development. Index: Jakarta.</i></p>	10%
15	Students are able to reflect on the learning planning products that have been produced.	able to reflect on the learning planning products that have been produced.	<p><b>Criteria:</b> Formative</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	<p>PjBl: Product Reflection Results Students reflect on the product, with questions: 1. What are the shortcomings of the product? 2. What are the advantages? 3. Is it effective in the learning process? 2x50</p>	<p>PjBl: Product Reflection Results Students reflect on the product, with questions: 1. What are the shortcomings of the product? 2. What are the advantages? 3. Is it effective in the learning process? 2x50</p>	<p><b>Material:</b> Reflections on Learning</p> <p><b>Literature:</b> <i>Trudy W. Banta, Catherine A. Palomba (2015). Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education. Jossey-Bass: USA.</i></p>	10%

16	Students are able to reflect on the learning planning products that have been produced.	able to reflect on the learning planning products that have been produced.	<b>Criteria:</b> Formative  <b>Form of Assessment :</b> Portfolio Assessment, Test	FINAL SEMESTER EXAMINATION (Product Assessment) 2x50	FINAL SEMESTER EXAMINATION (Product Assessment) 2x50	<b>Material:</b> Reflections on Learning <b>Literature:</b> <i>Trudy W. Banta, Catherine A. Palomba (2015). Assessment Essentials Planning, Implementing, and Improving Assessment in Higher Education. Jossey-Bass: USA.</i>	0%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (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 their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, 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 which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.