



**Universitas Negeri Surabaya
Faculty of Education,
Basic Education Masters Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Social Studies and PKN Learning in Elementary Schools	8612202619	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Agus Suprijono, M.Si dan Dr. Rr. Nanik Setyowati, M.Si	Dr. Agus Suprijono, M.Si	Neni Mariana, S.Pd., M.Sc., Ph.D.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-6	Work together and have social sensitivity and concern for society and the environment
PLO-8	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data
PLO-9	Able to communicate the results of research and development of science and technology in innovative and creative learning in the field of basic education through publications published in national journals (minimum Sinta 4) or accepted in international journals

Program Objectives (PO)	
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PO - 1	Analyzing the nature of social studies learning
PO - 2	Analyzing the scientific tradition of social studies learning
PO - 3	Analyzing the transformative education paradigm in social studies and civics learning
PO - 4	Analyzing learning models in social studies learning
PO - 5	Develop social studies learning tools based on the educational unit's operational curriculum
PO - 6	Analyzing the nature of Civics learning
PO - 7	Developing Civics learning models
PO - 8	Develop Civics learning tools based on the educational unit's operational curriculum

PLO-PO Matrix	
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	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-6</th> <th>PLO-8</th> <th>PLO-9</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td><td></td></tr> <tr><td>PO-8</td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-6	PLO-8	PLO-9	PO-1				PO-2				PO-3				PO-4				PO-5				PO-6				PO-7				PO-8			
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PO Matrix at the end of each learning stage (Sub-PO)	
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	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																	
PO-5																	
PO-6																	
PO-7																	
PO-8																	

Short Course Description	The social studies and civics learning courses present study materials, namely the nature of social studies and civics learning in elementary schools, social studies and civics learning traditions, transformative learning paradigms in social studies and civics learning, models/strategies/approaches/methods for social studies and civics learning, tools social studies and civics learning.
References	<p>Main :</p> <ol style="list-style-type: none"> 1. MBER RUJUKAN UTAMA: 2. Schuncke, GM, (1988), Elementary School Studies: Knowing, Doing, Caring , New York: Mc Millan Pub.Co 3. Slavin, RE, (1995), Cooperative Learning: Theory, Research, and Practice , Boston: Allin & Bacon 4. Susanto, Ahmad (2013), Teori Belajar dan Pembelajaran di Sekolah Dasar , Jakarta: Prenada Media 5. Ertikanto, Chandra, (2016), Teori Belajar dan Model-Model Pembelajaran , Yogyakarta, Media Akademi SUMBER RUJUKAN PENUNJANG: 6. Aryani Kusuma & Susatim, (2010), Pendidikan Kewarganegaraan Berbasis Nila i, Bogor: Ghalia Indonesia 7. Kaelan, (2016), Pendidikan Kewarganegaraan Untuk Perguruan Tinggi , Yogyakarta: Paradigma 8. Suhanadji & Roesminingsih, (2020), Pendidikan IPS Berbasis Kontekstual, Surabaya: Prodi S2 Dikdas Pascasarjana Unesa <p>Supporters:</p>
Supporting lecturer	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Dr. Agus Suprijono, M.Si. Dr. Hj. Raden Roro Nanik Setyowati, M.Si.

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	Analyzing the nature of social studies learning	<ol style="list-style-type: none"> 1.Able to analyze social studies learning concepts 2.Able to analyze social studies learning objectives 3.Able to analyze the scope of IPS material 	<p>Criteria: Participatory activities</p> <p>Form of Assessment : Participatory Activities</p>	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x 50	<p>Material: The nature of social studies learning</p> <p>Reference: <i>Schuncke, GM, (1988), Elementary School Studies: Knowing, Doing, Caring, New York: Mc Millan Pub.Co</i></p>	4%

2	Analyzing the scientific tradition of social studies learning	1.Able to analyze social studies learning as citizenship transmission 2.Able to analyze social studies learning as a mode of thinking in social sciences 3.Able to analyze IPSS learning as reflective inquiry	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x 50	Material: Analyzing the scientific tradition of social studies learning References: <i>Schuncke, GM, (1988), Elementary School Studies: Knowing, Doing, Caring, New York: Mc Millan Pub.Co</i>	4%
3	Analyzing the transformative education paradigm in social studies and civics learning	Analyzing transformative learning approaches	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x 50	Material: Transformative education paradigm Reference: <i>Suhanadji & Roesminingsih, (2020), Contextually Based Social Sciences Education, Surabaya: Unesa Postgraduate Education Masters Study Program</i>	4%
4	Analyzing learning models in social studies learning	Developing innovative social science learning models	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x 50	Material: Learning models References: <i>Ertikanto, Chandra, (2016), Learning Theory and Learning Models, Yogyakarta, Media Akademi SUPPORTING REFERENCE SOURCES:</i>	4%
5	Analyzing learning models in social studies learning	Developing innovative social science learning models	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x 50	Material: Learning models References: <i>Ertikanto, Chandra, (2016), Learning Theory and Learning Models, Yogyakarta, Media Akademi SUPPORTING REFERENCE SOURCES:</i>	4%
6	Develop social studies learning tools based on the educational unit's operational curriculum	Developing learning outcomes	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Designing a 2 X 50 social studies learning device	Designing a 2 x 50 social studies learning device	Material: Learning outcomes References: <i>Schuncke, GM, (1988), Elementary School Studies: Knowing, Doing, Caring, New York: Mc Millan Pub.Co</i>	10%

7	Develop social studies learning tools based on the educational unit's operational curriculum	Develop a flow of learning objectives	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Designing a 2 X 50 social studies learning device	Designing a 2 x 50 social studies learning device	Material: Flow of learning objectives References: <i>Schuncke, GM, (1988), Elementary School Studies: Knowing, Doing, Caring, New York: Mc Millan Pub.Co</i>	10%
8	Develop social studies learning tools based on the educational unit's operational curriculum	Develop teaching modules	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Designing a 2 X 50 social studies learning device	Designing a 2 x 50 social studies learning device	Material: Teaching module References: <i>Slavin, RE, (1995), Cooperative Learning: Theory, Research, and Practice, Boston: Allin & Bacon</i>	10%
9	Analyzing the nature of Civics learning	1.Able to analyze Civics learning concepts 2.Able to analyze Civics learning objectives 3.Able to analyze the scope of Civics learning material	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x50	Material: The essence of Civics learning Library: <i>Aryani Kusuma & Susatim, (2010), Values-Based Citizenship Education, Bogor: Ghalia Indonesia</i>	4%
10	Analyzing the nature of Civics learning	1.Able to analyze Civics learning concepts 2.Able to analyze Civics learning objectives 3.Able to analyze the scope of Civics learning material	Criteria: Participatory activities Form of Assessment : Participatory Activities	Lecture, discussion, response 2 X 50	Lecture, discussion, response 2 x50	Material: The essence of Civics learning Library: <i>Aryani Kusuma & Susatim, (2010), Values-Based Citizenship Education, Bogor: Ghalia Indonesia</i>	4%
11	Developing Civics learning models	Able to develop innovative learning models	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Project 2 X 50	Project 2 x 50	Material: Learning models References: <i>Ertikanto, Chandra, (2016), Learning Theory and Learning Models, Yogyakarta, Media Akademi</i> SUPPORTING REFERENCE SOURCES:	4%

12	Developing Civics learning models	Able to develop innovative learning models	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Project 2 X 50	Project 2 x 50	Material: Learning models References: <i>Ertikanto, Chandra, (2016), Learning Theory and Learning Models, Yogyakarta, Media Akademi</i> SUPPORTING REFERENCE SOURCES:	4%
13	Developing Civics learning models	Able to develop innovative learning models	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Project 2 X 50	Project 2 x 50	Material: Learning models References: <i>Ertikanto, Chandra, (2016), Learning Theory and Learning Models, Yogyakarta, Media Akademi</i> SUPPORTING REFERENCE SOURCES:	4%
14	Develop Civics learning tools based on the educational unit's operational curriculum	Able to organize learning outcomes	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Project 2 X 50	Project 2 x 50	Material: Learning outcomes References: <i>Kaelan, (2016), Citizenship Education for Higher Education, Yogyakarta: Yogyakarta: Paradigma</i>	10%
15	Develop Civics learning tools based on the educational unit's operational curriculum	Able to organize the flow of learning objectives	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Project 2 X 50	Project 2 x 50	Material: Flow of learning objectives References: <i>Schuncke, GM, (1988), Elementary School Studies: Knowing, Doing, Caring, New York: Mc Millan Pub.Co</i>	10%
16	Develop Civics learning tools based on the educational unit's operational curriculum	Able to compose teaching modules	Criteria: Product Form of Assessment : Project Results Assessment / Product Assessment	Project 2 X 50	Project 2 x 50	Material: Teaching module Reference: <i>Susanto, Ahmad (2013), Learning and Learning Theory in Elementary Schools, Jakarta: Prenada Media</i>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	28%
2.	Project Results Assessment / Product Assessment	72%
		100%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.