

		<p style="text-align: center;">Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program</p>						<p>Document Code</p>																																										
SEMESTER LEARNING PLAN																																																		
Courses		CODE		Course Family		Credit Weight		SEMESTER	Compilation Date																																									
Basic Concepts of Advanced Science		8620603045				T=3	P=0	ECTS=4.77	0 July 18, 2024																																									
AUTHORIZATION		SP Developer			Course Cluster Coordinator			Study Program Coordinator																																										
								Putri Rachmadyanti, S.Pd., M.Pd.																																										
Learning model		Project Based Learning																																																
Program Learning Outcomes (PLO)		PLO study program that is charged to the course																																																
		Program Objectives (PO)																																																
		PLO-PO Matrix																																																
				<div style="border: 1px solid black; padding: 5px; text-align: center;">P.O</div>																																														
		PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description		<p>This Elementary Social Sciences Basic Concepts course is a course that provides PGSD students with an understanding of the application/application of basic social studies concepts through field data collection activities by utilizing various symptoms/phenomena/social events found in the surrounding environment (district/city and province). This course is designed through activity-based learning, producing products and being able to develop thinking skills through field study activities equipped with data collection tools, Focus Group Discussions, discovery-oriented learning, and problem solving. After attending this lecture, students are expected to have knowledge and skills in applying various essential concepts in Social Sciences to be developed in social learning practices (IPS) at the Basic Education (SD/MI) level.</p>																																																
References		Main :																																																
		<p>1.</p> <p>Ningrum, E., Waluya, B., Susilawati.(2006). Tempat Ruang dan Sistem Sosial. Bandung: UPI Press</p> <p>Banks, J.A. 1991. " <i>Multicultural Education: Its Effects on Studies " Racial and Gender Role Attitude " </i> In Handbook of Research on Sociel Teachng and Learning. New York: MacMillan.</p> <p>Banks, J.A. 1993. " <i>Multicultural Education: Historical Development, Dimintions and Practrice " </i> In Review of Research in Education, Vol. 19, edited by L. Darling- Hammond. Washington, D.C.: American Educational Research Association.</p> <p>Bank, James A. (1990). <i>Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making </i>. Longman New York and London</p> <p>Skeel, Dorothy J. (1995). <i>Elementery Social Studies-Challenges for Tomorrow's World </i>. Harcourt Brace College Publishers</p> <p>Woolever, R and Scott, K.P. (1988). <i>Active Learning in Social studies-Promoting Cognitive and Social Growth </i>. Scott, Foresman and Company Boston London.</p> <p>Somantri, Nu'man. (2001). <i>Menggagas Pembaharuan Pendidikan IPS </i>. Bandung: Rosda</p> <p>Sumaatmadja, Nursid.(2005). <i>Konsep Dasar IPS </i>. Jakarta: Pusat Penerbitan Universitas Terbuka.</p> <p>Udin.S. Winataputra. (2002). <i>Materi Pembelajaran IPS SD </i>. Puat Penerbitan Universitas Terbuka.</p>																																																
		Supporters:																																																
Supporting lecturer		SIRADJUDDIN S Ganes Gunansyah, S.Pd., M.Pd. Putri Rachmadyanti, 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	able to reconstruct the essential concepts of social science disciplinary studies that are relevant to social studies in elementary school	- Reconstruct the essential concepts of social studies - Re-explain the relevance of social science concepts to social studies learning in elementary school	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, assignment 6 X 50			0%
2	able to reconstruct the essential concepts of social science disciplinary studies that are relevant to social studies in elementary school	- Reconstruct the essential concepts of social studies - Re-explain the relevance of social science concepts to social studies learning in elementary school	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, assignment 6 X 50			0%
3	able to analyze the nature of social problems based on symptoms/phenomena/events that occur in the surrounding environment	- Explaining the nature of the problem and its sources - Explaining the substance of the social problem - Identifying the characteristics of a good problem - Identifying various symptoms/phenomena/social events	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, demonstration, assignment 3 X 50			0%
4	able to organize various facts, concepts and generalizations by utilizing examples of symptoms/phenomena/social events related to human activities in interaction with the natural, social, cultural and economic environment (district/city and provincial environments)	- Explaining the meaning of facts, concepts and generalizations - Identifying examples of facts, concepts and generalizations based on social events - Analyzing case studies based on social problems	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, demonstration, assignment 3 X 50			0%
5	Students are able to plan field activities by utilizing primary data mining regarding social problems	- Explain the objectives of field activities - Explain the procedures/stages of field activities - Create a data collection instrument grid	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, demonstration, question and answer, discussion, presentation, assignment 3 X 50			0%
6	Students are able to collect/research empirical data in the field regarding facts and concepts based on the chosen social problem	- Implement the stages of field data collection. Search/collect field data through the use of data collection instruments	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, demonstration, question and answer, discussion, presentation, assignment 6 X 50			0%
7	Students are able to collect/research empirical data in the field regarding facts and concepts based on the chosen social problem	- Implement the stages of field data collection. Search/collect field data through the use of data collection instruments	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, demonstration, question and answer, discussion, presentation, assignment 6 X 50			0%
8	Midterm exam			3 X 50			0%
9	Students are able to communicate the results of field activity reports	- present reports on the results of field activities	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Presentation, question and answer, discussion 3 X 50			0%
10	Students are able to communicate the results of field activity reports	- present reports on the results of field activities	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Presentation, question and answer, discussion 3 X 50			0%
11	Students are able to communicate the results of field activity reports	- present reports on the results of field activities	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Presentation, question and answer, discussion 3 X 50			0%
12	Students are able to communicate the results of field activity reports	- present reports on the results of field activities	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Presentation, question and answer, discussion 3 X 50			0%
13	Students are able to communicate the results of field activity reports	- present reports on the results of field activities	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Presentation, question and answer, discussion 3 X 50			0%
14	Students are able to explain the benefits and contributions of applying social studies concepts in social learning practices for elementary school students	- Explain the benefits of applying the essential concepts of social studies. Summarize the contribution of applying the essential concepts of social studies in the practice of social learning (IPS)	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion 3 X 50			0%

15	Students are able to conclude the entire review of the material and lecture experience	- Reorganizing lecture material. Summarizing the experience gained through lecture activities	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.