	Universitas Negeri Surabaya **Faculty of Education,** **Bachelor of Primary School Teacher Education Study Program**	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Elementary School Science Learning		8620603081		**T=3**	**P=0**	**ECTS=4.77**	5	July 18, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
		....	....	Putri Rachmadyanti, S.Pd., M.Pd.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This elementary school social studies learning innovation course is a course that provides theoretical and practical (applicative) conceptual mastery in designing and implementing social studies learning scenarios in elementary school which is oriented towards developing dimensions of social studies learning including knowledge, skills, attitudes and social actions based on development. activities, ability to think and produce products/works as well as paying attention to global and local issues and the novelty of social studies learning in elementary schools

References	**Main :**

1. Ernawulan Syaodih. 2007. Penilaian Pendidikan Dasar : Diktat perkuliahan Pendidikan Dasar SPs UPI Bandung: Universitas Pendidikan Indonesia.
2. Krathwohl, David R. 2002. A Revision of Bloom's Taxonomy: An Overview . Theory into Practice, (41) 4:212-264.
3. Mueller, Jon. 2014. What is Authentic Assessment?. http://jfmueller.faculty.noctrl.edu/toolbox/whatisit.htm. Diakses tanggal 17 Februari 2014 pukul 10.15 WIB
4. Kementrian Pendidikan dan Kebudayaan. (2013). Materi Pelatihan Guru Implementasi Kurikulum 2013. Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan: Jakarta.
5. Somantri, Nu'man. (2001). Menggagas Pembaharuan Pendidikan IPS . Bandung: Rosda.
6. Sapriya, T. Istianti, dan E. Zulkifli. (2007). Pengembangan Pendidikan IPS SD. Bahan Belajar Mandiri Universitas Pendidikan Indonesia. UPI Press Bandung.
7. Sapriya, D. Sundawa, dan I. Masyitoh. (2007). Pembelajaran dan Evaluasi Hasil Belajar IPS SD. Bahan Belajar Mandiri Universitas Pendidikan Indonesia. UPI Press Bandung.
8. Ahmadi, Iif Khoiru dan Sofan Amri. (2011). Mengembangkan Pembelajaran IPS Terpadu . Jakarta: Prestasi Pustaka
9. Woolever, R and Scott, K.P. (1988). Active Learning in Social studies-Promoting Cognitive and Social Growth . Scott, Foresman and Company Boston London.
10. Bank, James A. (1990). Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making . Longman New York and London
11. Depdiknas. 2003. Standar Penilaian Buku Pelajaran Pengetahuan Sosial SD-SMP . Pusat Perbukuan Depdiknas.

	Supporters:

Supporting lecturer	SIRADJUDDIN S Drs. Suprayitno, M.Si. Ganes Gunansyah, S.Pd., M.Pd. Putri Rachmadyanti, S.Pd., M.Pd.

Week-	**Final abilities of each learning stage**	Evaluation		Help Learning, Learning methods, Student Assignments, **[Estimated time]**	Learning materials **[References**	Assessment Weight (%)

(1)	(Sub-PO) (2)	Indicator (3)	Criteria & Form (4)	Offline (*offline*) (5)	Online (*online*) (6)	] (7)	(8)
1	summarize again the perspectives and orientations for the development of social studies learning in elementary schools	1.- Explain the perspective of developing social studies learning in elementary school 2.Identifying the orientation of social studies learning development in elementary schools 3. Summarizing the perspectives and orientations of developing social studies learning in elementary schools	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, 3 X 50			0%
2	designing the development of elementary social studies learning materials based on material analysis models	- Identifying the development of social studies material in elementary schools - Formulating the stages of developing material analysis Designing the development of social studies material in elementary schools	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, FGD, presentation, assignment 3 X 50			0%
3	apply information literacy skills in social studies by utilizing various sources (online and offline)	- Explain the definition of information literacy - Identify the stages of information literacy skills - Apply the stages of information literacy skills Summarize the implications for social studies learning in elementary school	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, inquiry, presentation, assignment 3 X 50			0%
4	apply map and globe skills in social studies learning in elementary school	- Map and globe skills - Implications for elementary social studies learning	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Globe, map, atlas, ppt material, 3 X 50			0%
5	apply map and globe skills in social studies learning in elementary school	- Map and globe skills - Implications for elementary social studies learning	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Globe, map, atlas, ppt material, 3 X 50			0%

6	apply time and chronology skills in social studies learning in elementary school	- Explaining the definition of time and chronology skills - Identifying the stages of time and chronology skills - Applying the stages of time and chronology skills Concluding implications for social studies learning in elementary school	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, simulation, demonstration, presentation, question and answer, assignment 3 X 50			0%
7	apply social skills in social studies learning in elementary school through developing a caring attitude and acting rationally in participating in overcoming environmental problems	- Explain the definition of social skills - Identify the stages of social skills - Apply the stages of social skills - Summarize the implications for social studies learning in elementary school	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, simulation, question and answer, discussion, assignment, presentation 3 X 50			0%
8	Midterm Evaluation			3 X 50			0%
9	apply thinking skills (critical, problem solving, and decision making) in social studies learning in elementary school	- Explaining the definition of thinking skills - Identifying the stages of applying critical thinking skills - Applying the stages of critical thinking skills Concluding the implications of critical thinking skills for social studies learning in elementary school - Identifying the stages of problem solving and decision making skills - Applying the stages of skills problem solving - Applying the stages of decision making skills Summarizing the implications of problem solving and decision making skills in social studies learning in elementary school	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, simulation, question and answer, discussion, presentation, social inquiry, assignment 6 X 50			0%

| 10 | apply thinking skills (critical, problem solving, and decision making) in social studies learning in elementary school | - Explaining the definition of thinking skills - Identifying the stages of applying critical thinking skills - Applying the stages of critical thinking skills Concluding the implications of critical thinking skills for social studies learning in elementary school - Identifying the stages of problem solving and decision making skills - Applying the stages of skills problem solving - Applying the stages of decision making skills Summarizing the implications of problem solving and decision making skills in social studies learning in elementary school | **Criteria:** according to the assessment rubric (knowledge, attitude, performance) | Expository, simulation, question and answer, discussion, presentation, social inquiry, assignment 6 X 50 | | | 0% |
| 11 | implementing a values teaching approach in social studies learning in elementary schools through value clarification activities, value analysis, cognitive morals and value instillation | - Explaining the urgency of teaching values in social studies - Explaining approaches to teaching values - Applying the stages of the values clarification approach in elementary social studies - Concluding the implications of applying the values clarification approach in social studies learning in elementary schools - Identifying the stages of the value analysis and cognitive moral approach - Applying stages of the value analysis approach in elementary social studies - Applying the stages of the cognitive moral approach in elementary social studies - Concluding the implications of applying the cognitive value and moral analysis approach in social studies learning in elementary schools | **Criteria:** according to the assessment rubric (knowledge, attitude, performance) | Expository, simulation, question and answer, discussion, investigation, assignment 6 X 50 | | | 0% |

12	implementing a values teaching approach in social studies learning in elementary schools through value clarification activities, value analysis, cognitive morals and value instillation	- Explaining the urgency of teaching values in social studies - Explaining approaches to teaching values - Applying the stages of the values clarification approach in elementary social studies - Concluding the implications of applying the values clarification approach in social studies learning in elementary schools - Identifying the stages of the value analysis and cognitive moral approach - Applying stages of the value analysis approach in elementary social studies - Applying the stages of the cognitive moral approach in elementary social studies - Concluding the implications of applying the cognitive value and moral analysis approach in social studies learning in elementary schools	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, simulation, question and answer, discussion, investigation, assignment 6 X 50			0%
13	designing and packaging multimedia-based learning media that originates from social events/symptoms/phenomena	- Identify social objects/events that can be developed into multimedia-based learning - Design the stages of activities for creating multimedia-based learning media Package learning media in the form of learning videos	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, demonstration, question and answer, discussion, inquiry, assignment 3 X 50			0%
14	designing and compiling HOTS (High Order Thinking Skill) based assessment tools in developing social studies learning in elementary schools	- explain the role of developing HOTS-based assessment tools in social studies - design the stages of developing HOTS-based assessment tools - develop critical thinking and problem-solving oriented assessment tools in elementary social studies conclude the implications of developing HOTs-based assessment tools in social studies learning in elementary schools	**Criteria:** according to the assessment rubric (knowledge, attitude, performance)	Expository, question and answer, discussion, presentation, assignment, simulation 3 X 50			0%

| 15 | designing and compiling HOTS (High Order Thinking Skill) based assessment tools in developing social studies learning in elementary schools | - explain the role of developing HOTS-based assessment tools in social studies - design the stages of developing HOTS-based assessment tools - develop critical thinking and problem-solving oriented assessment tools in elementary social studies conclude the implications of developing HOTs-based assessment tools in social studies learning in elementary schools | **Criteria:** according to the assessment rubric (knowledge, attitude, performance) | Expository, question and answer, discussion, presentation, assignment, simulation 3 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.