



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Study the Social Sciences Curriculum	8420703017		T=3	P=0	ECTS=4.77	3	July 18, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
				Dr. Nuansa Bayu Segara, 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																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 100px; text-align: center;">P.O</td> </tr> </table>		P.O																															
	P.O																																	
	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">P.O</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>		Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Week																																	
	P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																	

Short Course Description
 Description: Study of mastery of curriculum concepts by analyzing components, principles, curriculum development, basic concepts of social studies education, the position of social studies in the curriculum, and the ideal curriculum for junior and middle school social studies education.

References	Main :
	<ol style="list-style-type: none"> 1. Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan. 2. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Model Silabus Mata Pelajaran Sekolah Menengah Pertama/Madrasah sanawiyah (SMP/Mts) Mata Pelajaran Ilmu Pengetahuan Sosial (IPS). Jakarta: Kemendikbud. 3. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Buku Guru Ilmu Pengetahuan Sosial. Jakarta: Kemendikbud. 4. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah. Jakarta: Kemendikbud. 5. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016. Standar Proses Pendidikan Dasar Dan Menengah. Jakarta: Kemendikbud. 6. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 23 Tahun 2016. Standar Penilaian Pendidikan . Jakarta: Kemendikbud. 7. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud. 8. Kementerian Pendidikan Dan Kebudayaan Jakarta, 2016. Kompetensi Inti Dan Kompetensi Dasar Sekolah Menengah Pertama/Madrasah Tsanawiyah (Smp/Mts). Mata Pelajaran Ilmu Pengetahuan Sosial (IPS). Jakarta: Kemendikbud. 9. Sutmaadmadja , N, 2005. MetodologiPengajaranIPS ,. Jakarta: BumiAksara
	Supporters:

Supporting lecturer	DARYONO Dr. Agus Suprijono, M.Si. Dr. Wiwik Sri Utami, M.P. Riyadi, S.Pd., M.A.
----------------------------	------------------------------------------------------------------------------------------

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 explain the meaning, components and development of curriculum in Indonesia	1.Can explain curriculum developments in Indonesia 2.Explain the meaning of curriculum 3.Explain the components of the curriculum		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
2	Able to explain the meaning, components and development of curriculum in Indonesia	1.Explain the development of the curriculum in Indonesia 2.Explain the meaning of curriculum 3.Explain the components of the curriculum		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
3	Able to explain curriculum developments	Explaining the 1994 curriculum 2. Explaining the 2004/KBK curriculum 3. Explaining the 2006/KTSP curriculum 4. Explaining the 2013/K13 curriculum 5. Analyzing the basic differences between the 1994, 2004/KBK, KTSP and K13 curricula		Method: lecture, discussion, question and answer and 3 X 50 assignments			0%
4	Able to analyze curriculum development	1.Explaining the 1994 curriculum 2.Explaining the 2004/KBK curriculum 3.Explaining the 2006/KTSP curriculum 4.Explaining the 2013/K13 curriculum 5.Analyzing the fundamental differences between the 1994, 2004/KBK, KTSP and K13 curricula		Method: presentation, discussion, question and answer and assignment 3 X 50			0%

5	Able to analyze curriculum development	<ol style="list-style-type: none"> 1.Explaining the 1994 curriculum 2.Explaining the 2004/KBK curriculum 3.Explaining the 2006/KTSP curriculum 4.Explaining the 2013/K13 curriculum 5.Analyzing the fundamental differences between the 1994, 2004/KBK, KTSP and K13 curricula 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
6	Ability to analyze implementation constraints in implementing KTSP and K13	<ol style="list-style-type: none"> 1.Analyzing the obstacles to implementing KTSP in social studies learning 2.Analyzing the obstacles to implementing K13 in social studies learning 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
7	Ability to analyze implementation constraints in implementing KTSP and K13	<ol style="list-style-type: none"> 1.Analyzing the obstacles to implementing KTSP in social studies learning 2.Analyzing the obstacles to implementing K13 in social studies learning 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
8	MIDTERM EXAM			3 X 50			0%
9	Able to explain the implementation of the social studies education curriculum in schools	<ol style="list-style-type: none"> 1.Explain the scope of social studies learning in SMP/MA 2.Explain the scope of social studies learning in junior high school 3.The position of social studies subjects in the curriculum 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
10	Able to explain the implementation of the social studies education curriculum in schools	<ol style="list-style-type: none"> 1.Explain the scope of social studies learning in SMP/MA 2.Explain the scope of social studies learning in junior high school 3.The position of social studies subjects in the curriculum 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%

11	Able to explain the implementation of the social studies education curriculum in schools	<ol style="list-style-type: none"> 1.Explain the scope of social studies learning in SMP/MA 2.Explain the scope of social studies learning in junior high school 3.The position of social studies subjects in the curriculum 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
12	Able to analyze the development of KI, KD, and social studies learning indicators in schools	<ol style="list-style-type: none"> 1.Analyzing the development of KI, KD, and social studies learning indicators in SMP/M.Ts 2.Analyzing the development of KI, KD, and social studies learning indicators in junior high schools 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
13	Able to analyze the development of KI, KD, and social studies learning indicators in schools	<ol style="list-style-type: none"> 1.Analyzing the development of KI, KD, and social studies learning indicators in SMP/M.Ts 2.Analyzing the development of KI, KD, and social studies learning indicators in junior high schools 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
14	Ability to analyze K13 strategies and approaches in social studies learning	<ol style="list-style-type: none"> 1.Analyze the advantages and disadvantages of learning methods that can be applied in the social studies learning process in schools 2.Explains the scientific approach in K13 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			0%
15	Ability to analyze K13 strategies and approaches in social studies learning	<ol style="list-style-type: none"> 1.Analyze the advantages and disadvantages of learning methods that can be applied in the social studies learning process in schools 2.Explains the scientific approach in K13 		Problem Based Learning (PBL) Method: presentation, discussion, question and answer and 3 X 50 assignments			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.