



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																																								
Development of Social Sciences Learning Tools	8420703018		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	Project Based Learning																																														
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
Short Course Description	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%; text-align: center;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3.33%; text-align: center;">1</td> <td style="width: 3.33%; text-align: center;">2</td> <td style="width: 3.33%; text-align: center;">3</td> <td style="width: 3.33%; text-align: center;">4</td> <td style="width: 3.33%; text-align: center;">5</td> <td style="width: 3.33%; text-align: center;">6</td> <td style="width: 3.33%; text-align: center;">7</td> <td style="width: 3.33%; text-align: center;">8</td> <td style="width: 3.33%; text-align: center;">9</td> <td style="width: 3.33%; text-align: center;">10</td> <td style="width: 3.33%; text-align: center;">11</td> <td style="width: 3.33%; text-align: center;">12</td> <td style="width: 3.33%; text-align: center;">13</td> <td style="width: 3.33%; text-align: center;">14</td> <td style="width: 3.33%; text-align: center;">15</td> <td style="width: 3.33%; text-align: center;">16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. 1. Arsyad, Azhar. 2007. Media Pembelajaran . Jakarta: PT RajaGrafindo Persada. 2. Gersmehl, Phil, 2008, Teaching Geography, second edition , The Guilford Press, New York 3. Kemendikbud, 2016, Permendikbud Nomor 20 tentang Kurikulum Geografi SMA, Jakarta, Kemendikbud 4. _____, 2016, Permendikbud Nomor 22 tentang Standar Proses Pembelajaran di SMA, Jakarta, Kemendikbud 5. _____, 2016, Permendikbud Nomor 23 tentang Standar Penilaian dan Penulisan laporan Hasil Belajar, Jakarta, Kemendikbud 6. _____, 2016,Lampiran 01 tentang Kompetensi Inti dan Kompetensi Dasar MAPEL di SMA/SMK/MA Permendikbud Nomor 59, Jakarta, Kemendikbud. 7. _____, 2016, Lampiran 02 tentang Silabus MAPEL di SMA/SMK/MA Permendikbud Nomor 21, Jakarta, Kemendikbud. 8. _____, 2016, Lampiran 03 tentang Pedoman Mata Pelajaran Geografi di SMA Permendikbud Nomor 21 Jakarta, Kemendikbud 9. Sudjana, Nana dan Ahmad Rivai. 2002. Media Pengajaran. Bandung: Sinar Baru Algesindo 10. Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, Instructional Technology and Media For Learning, Edisi kesembilan , Kencana Prenada Media Group, Jakarta. 11. Sumarmi, 2013, Model Pembelajaran Geografi , Malang, Media Pustaka 11. _____, 2013. Modul PLPG Rayon 114 Unesa , University Press. <p>Supporters:</p>																																														

Supporting lecturer		Dr. Agus Suprijono, M.Si. Dr. Wiwik Sri Utami, M.P. Riyadi, S.Pd., M.A. Dian Ayu Larasati, S.Pd., M.Sc. Dr. Kusnul Khotimah, 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 analyze the junior high school social studies curriculum	- Explain the demands for social studies learning competencies in the junior high school curriculum. - Analyzing basic competencies in junior high school social studies learning.	Criteria: Attitude, UTS, UAS, and Assignments	- Pulpit lecture - Questions and answers 3 X 50			0%
2	Students are able to prepare an Annual Program (PROTA)	- Calculating effective weeks for social studies learning. - Prepare an annual program for social studies learning	Criteria: participation, assignments, UTS, and UAS	- Pulpit lecture - Demonstration - 3 X 50 assignment			0%
3	Students are able to prepare a Semester Program (PROMES)	- Calculating effective hours in social studies learning. - Develop a semester program for social studies learning		- Pulpit lecture - Demonstration of the 3 X 50 assignment			0%
4	Students are able to develop indicators of competency achievement in social studies learning planning design.	- Explain the rules for preparing learning indicators. - Explain the function of learning indicators - Develop learning indicators as a component of social studies learning planning.	Criteria: participation, assignments, UTS, and UAS	- Pulpit lecture - Demonstration - Assignment - 3 X 50 discussion			0%
5	Students develop learning objectives in social studies learning design.	- Explain the rules for writing learning objectives. - Develop learning objectives as a component of learning planning	Criteria: participation, UTS and UAS assignments	- Pulpit lecture - Demonstration of the 3 X 50 assignment			0%

6	Students are able to design learning activities based on CBSA-oriented learning approaches, models and methods	- Explaining the scientific approach - Identifying learning models that suit curriculum demands. - Choose a learning method that suits the characteristics of the material. - Designing learning that is oriented towards active student learning.	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
7	Students are able to design learning activities based on CBSA-oriented learning approaches, models and methods	- Explaining the scientific approach - Identifying learning models that suit curriculum demands. - Choose a learning method that suits the characteristics of the material. - Designing learning that is oriented towards active student learning.	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
8	UTS	UTS		UTS 3 X 50			0%
9	Students are able to develop social studies teaching materials	- Differentiate between teaching materials and learning resources - Develop handouts in social studies learning - Develop modules in social studies learning - Prepare diktats in social studies learning	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
10	Students are able to develop social studies teaching materials	- Differentiate between teaching materials and learning resources - Develop handouts in social studies learning - Develop modules in social studies learning - Prepare diktats in social studies learning	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
11	Students are able to create social studies learning media	- Classifying social studies learning media - Creating social studies learning media	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%

12	Students are able to prepare student activity sheets (LKPD)	- Developing Student Activity Sheets (LKPD-L1) - Developing Student Activity Sheets (LKPD-L2) - Developing practical instructions - Developing observation instruments	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
13	Students are able to prepare student activity sheets (LKPD)	- Developing Student Activity Sheets (LKPD-L1) - Developing Student Activity Sheets (LKPD-L2) - Developing practical instructions - Developing observation instruments	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
14	Students are able to identify assessment techniques in social studies learning	- Explain the difference between assessment and assessment - Explain the rules for preparing test questions in social studies learning - Determine assessment techniques in social studies learning	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
15	Students are able to develop assessment instruments in social studies learning	- Developing a religious competency assessment instrument. - Developing a social competency assessment instrument. - Developing knowledge assessment instruments - Developing skills assessment instruments	Criteria: participation, assignments, UTS and UAS	- Pulpit lecture - Demonstration - Assignment - Discussion 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.

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.