



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											
Learning Planning	8420702064	Compulsory Curriculum Subjects – Institutional	T=2	P=0	ECTS=3.18	4	July 17, 2024											
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator												
		Dr. Agus Suprijono, M.Pd.	Dr. Agus Suprijono, M.Pd.			Dr. Nuansa Bayu Segara, 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)																	
	PO - 1	Students are able to master social studies planning procedures according to the applicable curriculum.																
	PO - 2	Students are able to design teaching modules (RPP) according to the applicable curriculum.																
	PLO-PO Matrix																	
		P.O																
	PO-1																	
	PO-2																	
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	
	PO-1																	
	PO-2																	
Short Course Description	This course is a course that discusses social studies learning planning by planning annual programs (PROTA) and semester programs (PROMES) which use the educational calendar in effect for the current academic year; make plans for implementing social studies learning (RPP) which is oriented towards active student learning with a scientific approach that is relevant to the demands of the 2013 curriculum, the demands of 21st century learning; develop teaching materials in social studies learning, in the form of modules/dictates/handouts that can be used in social studies learning which are able to provide meaningful learning experiences; develop student worksheets in the form of worksheets, job sheets, practical instructions in social studies learning that are oriented towards student activity/activity; developing an assessment sheet in social studies learning that measures the achievement of learning competencies using a project based learning approach with inquiry, discussion, question and answer, assignment methods. Assessment is carried out by performance, written tests and portfolios.																	
References	Main :																	
	<ol style="list-style-type: none"> 1. Ananda, Rusydi, and Amiruddin Amiruddin. "Perencanaan pembelajaran." (2019). 2. Hakim, L. (2009). Perencanaan pembelajaran. 3. Putro, S. C., & Nidhom, A. M. (2021). Perencanaan Pembelajaran. Ahlimedia Book. 4. SK BSKAP Tentang Capaian Pembelajaran Tahun 2023 5. Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011. , Instructional Technology and Media For Learning, Edisi kesembilan , Kencana Prenada Media Group, Jakarta . 11 6. Panduan Pembelajaran dan Asesmen, 2022, Kemdikbudristekdikti 																	
	Supporters:																	
Supporting lecturer	Dr. Wiwik Sri Utami, M.P. Dr. Sukma Perdana Prasetya, S.Pd., M.T. Dr. Hendri Prastiyono, M.Pd. Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																	
Week-	Final abilities of each learning	Evaluation			Help Learning, Learning methods, Student Assignments, [Estimated time]			Learning materials [References]	Assessment Weight (%)									

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to analyze Learning Achievements (CP) learning objectives that apply to the social studies curriculum at school.	Students analyze social studies learning outcomes.	Criteria: Formative Form of Assessment : Participatory Activities	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze social studies learning outcomes. 2 X 50	Students listen to lectures given by the lecturer. Students analyze social studies learning outcomes. 2 X 50	Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023	2%
2	Students are able to formulate learning objectives from social studies education learning outcomes.	Students formulate social studies learning objectives from the results of CP analysis.	Criteria: Formative Form of Assessment : Participatory Activities	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze social studies learning outcomes. Students formulate social studies learning objectives. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze social studies learning outcomes. Students formulate social studies learning objectives. 2 X 50	Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023	2%
3	Students are able to reduce Learning Objectives into a Flow of Learning Objectives (syllabus).	Students formulate social studies learning objectives from the results of CP analysis.	Criteria: Formative Form of Assessment : Participatory Activities	Students listen and ask questions related to the lecture material given by the lecturer. Students design a Learning Goal Flow. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design a Learning Goal Flow. 2 X 50	Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023 Material: Flow of Learning Objectives Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti	2%
4	Students are able to design annual programs and school semester programs.	Students design annual programs and school semester programs.	Criteria: Formative Form of Assessment : Participatory Activities	Students listen and ask questions related to the lecture material given by the lecturer. Students design annual programs and school semester programs. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design annual programs and school semester programs. 2 X 50	Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023 Material: Flow of Learning Objectives Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti	2%
5	Students are able to understand the stages of social studies learning planning.	Students design annual programs and school semester programs.	Criteria: Formative Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Students listen and ask questions related to the lecture material given by the lecturer. Students planning stages of social studies learning. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze the stages of social studies learning planning. 2 X 50	Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023 Material: Flow of Learning Objectives Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti	2%

6	Students are able to understand the stages of social studies learning planning.	Students design annual programs and school semester programs.	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students planning stages of social studies learning. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze the stages of social studies learning planning. 2 X 50	<p>Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023</p> <hr/> <p>Material: Flow of Learning Objectives Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti</p>	2%
7	Students are able to analyze the backward design approach in planning learning.	Students participate in analyzing the backward design approach in planning learning.	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze the backward design approach in planning learning. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students analyze the backward design approach in planning learning. 2 X 50	<p>Material: social studies learning outcomes Library: BSKAP Decree concerning Learning Achievements in 2023</p> <hr/> <p>Material: Flow of Learning Objectives Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti</p>	2%
8	UTS	UTS	<p>Criteria: Summative</p> <p>Form of Assessment : Portfolio Assessment</p>	Students collect product portfolios for half the semester. 2 X 50	Students collect product portfolios for half the semester. 2 X 50	<p>Material: Learning Planning Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti</p>	20%
9	Students are able to design teaching modules (RPP) based on a constructivist approach.	Students are able to design teaching modules (RPP) based on constructivist learning approaches.	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on a constructivist approach. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on a constructivist approach. 2 X 50	<p>Material: RPP Library: Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</p> <hr/> <p>Material: teaching module Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti</p>	2%
10	Students are able to design teaching modules (RPP) based on a constructivist approach.	Students are able to design teaching modules (RPP) based on constructivist learning approaches.	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on a constructivist approach. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on a constructivist approach. 2 X 50	<p>Material: RPP Library: Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</p> <hr/> <p>Material: teaching module Library: Learning and Assessment Guide, 2022, Kemdikbudristekdikti</p>	10%

11	Students are able to design teaching modules (RPP) based on a constructivist approach.	Students are able to design teaching modules (RPP) based on constructivist learning approaches.	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on a constructivist approach. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on a constructivist approach. 2 X 50	<p>Material: RPP Library: <i>Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</i></p> <hr/> <p>Material: teaching module Library: <i>Learning and Assessment Guide, 2022, Kemdikbudristekdikti</i></p>	10%
12	Students are able to design teaching modules (RPP) based on differentiated learning.	Students are able to design teaching modules (RPP) based on differentiated learning.	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on differentiated learning. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on differentiated learning. 2 X 50	<p>Material: RPP Library: <i>Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</i></p> <hr/> <p>Material: teaching module Library: <i>Learning and Assessment Guide, 2022, Kemdikbudristekdikti</i></p>	10%
13	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on culturally responsive teaching. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on culturally responsive teaching. 2 X 50	<p>Material: RPP Library: <i>Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</i></p> <hr/> <p>Material: teaching module Library: <i>Learning and Assessment Guide, 2022, Kemdikbudristekdikti</i></p>	2%
14	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on culturally responsive teaching. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students design teaching modules (RPP) based on culturally responsive teaching. 2 X 50	<p>Material: RPP Library: <i>Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</i></p> <hr/> <p>Material: teaching module Library: <i>Learning and Assessment Guide, 2022, Kemdikbudristekdikti</i></p>	2%

15	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	Criteria: formative Form of Assessment : Participatory Activities, Practice/Performance	Students listen and ask questions related to the lecture material given by the lecturer. Students present teaching modules (RPP) along with assessment instruments, teaching materials or LKPD. 2 X 50	Students listen and ask questions related to the lecture material given by the lecturer. Students present teaching modules (RPP) along with assessment instruments, teaching materials or LKPD. 2 X 50	Material: RPP Library: <i>Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</i> <hr/> Material: teaching module Library: <i>Learning and Assessment Guide, 2022, Kemdikbudristekdikti</i>	10%
16	Students are able to design teaching modules (RPP) based on culturally responsive teaching.	Students collect a portfolio of teaching modules (RPP) along with assessment instruments, teaching materials or LKPD.	Criteria: formative Form of Assessment : Participatory Activities, Portfolio Assessment	Students collect teaching modules (RPP) along with assessment instruments, teaching materials or LKPD. 2 X 50	Students collect teaching modules (RPP) along with assessment instruments, teaching materials or LKPD. 2 X 50	Material: RPP Library: <i>Putro, SC, & Nidhom, AM (2021). Learning Planning. Ahlimedia Book.</i> <hr/> Material: teaching module Library: <i>Learning and Assessment Guide, 2022, Kemdikbudristekdikti</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	40%
2.	Project Results Assessment / Product Assessment	25%
3.	Portfolio Assessment	30%
4.	Practice / Performance	5%
		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.**