



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Geography Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight		SEMESTER	Compilation Date																																										
Social Sciences Education	8720202117		T=2	P=0	ECTS=3.18	5 July 18, 2024																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator		Study Program Coordinator																																											
			Dr. Nugroho Hari Purnomo, S.P., M.Si.																																											
Learning model	Project Based Learning																																															
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: 100px; height: 20px;">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: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">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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Short Course Description	As a mandatory subject in the Geography education study program - this lecture examines the depth of social studies education theory, which includes its components in the form of: the nature of social studies education - social sciences and social sciences, the development of social studies education, the dimensions and structure of social studies education, several thoughts on reform social studies learning-, concepts of science-technology and society-, global education, social studies learning models, development of reading skills in social studies, development of social participation skills-, as well as basic competencies in social studies subjects																																															
References	Main :																																															
	1. Ahmad.2006.Kurikulum Tingkat Sttuan Pendidikan pada Jenjang SD, SMP,SMA. Jakarta: PT Pustaka Manggala 2. Nana Supriana. 2014. Pendidikan IPS. Bandung: PT Remaja Rosda Karya. 3. Belen, S.1988.CBSA Ilmu Pengetahuan Sosial-Buku Pelajaran IPS SD Berdasarkan CBSA Cet ke 2. Solo:Tiga Serangkai																																															
	Supporters:																																															
Supporting lecturer	MURTEDJO Dr. Sukma Perdana Prasetya, S.Pd., M.T. Dian Ayu Larasati, S.Pd., M.Sc.																																															
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 nature of social studies education	Accuracy in explaining the nature of social studies education	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/Assignment 2 X 50 approach		0%
2	Students are able to differentiate between social studies and social sciences education	Accuracy of Differentiating Social Sciences and Social Sciences education	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/Assignment 2 X 50 approach		0%

3	able to explain the development of social studies education	Accuracy in explaining the development of social studies education	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/Assignment 2 X 50 approach		0%
4	Able to analyze the dimensions and structure of social studies education	Suitability and accuracy of analyzing the dimensions and structure of social studies education	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/Assignment 2 X 50 approach		0%

5	Able to express several thoughts in updating social studies learning	Accuracy put forward Some thoughts on the update	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/Assignment 2 X 50 approach			0%
6	Able to express several thoughts in updating social studies learning	Accuracy put forward Some thoughts on the update	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/Assignment 2 X 50 approach			0%

7	Able to express the concept of science-technology and society	The accuracy of expressing the concept of science-technology and society	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/4 X 50 Assignment approach		0%
8	Able to express the concept of science-technology and society	The accuracy of expressing the concept of science-technology and society	Criteria: 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10.	Constructivist/PBL/4 X 50 Assignment approach		0%
9	Understanding PIPS Learning problems	1. Analyze problems with PIPS learning models/approaches/strategies/methods/techniques 2. Analyze problems with PIPS learning processes and assessments 3. Analyze problems with PIPS learning outcomes	Criteria: 1.Get an optimum score if the writing contains aspects of continuity and change 2.Mode value (consistency in attitude of responsibility) 3.The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions		0%

10	Understanding PIPS Learning problems	1. Analyze problems with PIPS learning models/approaches/strategies/methods/techniques 2. Analyze problems with PIPS learning processes and assessments 3. Analyze problems with PIPS learning outcomes	Criteria: 1. Get an optimum score if the writing contains aspects of continuity and change 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%
11	Understanding PIPS Learning problems	1. Analyze problems with PIPS learning models/approaches/strategies/methods/techniques 2. Analyze problems with PIPS learning processes and assessments 3. Analyze problems with PIPS learning outcomes	Criteria: 1. Get an optimum score if the writing contains aspects of continuity and change 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%
12	Understanding PIPS Learning problems	1. Analyze problems with PIPS learning models/approaches/strategies/methods/techniques 2. Analyze problems with PIPS learning processes and assessments 3. Analyze problems with PIPS learning outcomes	Criteria: 1. Get an optimum score if the writing contains aspects of continuity and change 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%
13	Understand the problems of the dynamics of human interaction with the environment	1. Analyzing problems of resource management and spatial inequality 2. Analyzing problems of ethnicity, nationalism, national integration 3. Analyzing ethno-pedagogical problems of ethnic groups in Indonesia 4. Analyzing problems of social change 5. Analyzing problems of economic development and community empowerment	Criteria: 1. Get optimum marks if the writing contains philosophical, theoretical analysis, PIPS mode of thinking 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills 4. Get an optimum score if the written discussion about PIPS learning objectives includes knowledge, attitudes and skills 5. Mode value (consistency in attitude of responsibility) 6. The optimum value of some tasks for developing problem-solving skills 7. Get an optimum score if the writing contains aspects of continuity and change 8. Mode value (consistency in attitude of responsibility) 9. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%

14	Understand the problems of the dynamics of human interaction with the environment	1. Analyzing problems of resource management and spatial inequality 2. Analyzing problems of ethnicity, nationalism, national integration 3. Analyzing ethnopedagogical problems of ethnic groups in Indonesia 4. Analyzing problems of social change 5. Analyzing problems of economic development and community empowerment	Criteria: 1. Get optimum marks if the writing contains philosophical, theoretical analysis, PIPS mode of thinking 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills 4. Get an optimum score if the written discussion about PIPS learning objectives includes knowledge, attitudes and skills 5. Mode value (consistency in attitude of responsibility) 6. The optimum value of some tasks for developing problem-solving skills 7. Get an optimum score if the writing contains aspects of continuity and change 8. Mode value (consistency in attitude of responsibility) 9. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%
15	Understand the problems of the dynamics of human interaction with the environment	1. Analyzing problems of resource management and spatial inequality 2. Analyzing problems of ethnicity, nationalism, national integration 3. Analyzing ethnopedagogical problems of ethnic groups in Indonesia 4. Analyzing problems of social change 5. Analyzing problems of economic development and community empowerment	Criteria: 1. Get optimum marks if the writing contains philosophical, theoretical analysis, PIPS mode of thinking 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills 4. Get an optimum score if the written discussion about PIPS learning objectives includes knowledge, attitudes and skills 5. Mode value (consistency in attitude of responsibility) 6. The optimum value of some tasks for developing problem-solving skills 7. Get an optimum score if the writing contains aspects of continuity and change 8. Mode value (consistency in attitude of responsibility) 9. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%

16	Understand the problems of the dynamics of human interaction with the environment	1. Analyzing problems of resource management and spatial inequality 2. Analyzing problems of ethnicity, nationalism, national integration 3. Analyzing ethnopedagogical problems of ethnic groups in Indonesia 4. Analyzing problems of social change 5. Analyzing problems of economic development and community empowerment	Criteria: 1. Get optimum marks if the writing contains philosophical, theoretical analysis, PIPS mode of thinking 2. Mode value (consistency in attitude of responsibility) 3. The optimum value of some tasks for developing problem-solving skills 4. Get an optimum score if the written discussion about PIPS learning objectives includes knowledge, attitudes and skills 5. Mode value (consistency in attitude of responsibility) 6. The optimum value of some tasks for developing problem-solving skills 7. Get an optimum score if the writing contains aspects of continuity and change 8. Mode value (consistency in attitude of responsibility) 9. The optimum value of some tasks for developing problem-solving skills	Lecturing, Assignment to carry out small research, 2 X 50 discussions			0%
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Evaluation Percentage Recap: Project Based Learning

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.