



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																												
Basic Concepts of Ips	8720202091		T=2 P=0 ECTS=3.18	4	July 18, 2024																																												
AUTHORIZATION	SP Developer	Course Cluster Coordinator		Study Program Coordinator																																													
		Dr. Nugroho Hari Purnomo, S.P., M.Si.																																													
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)																																																
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td colspan="16" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">P.O</td> <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>															Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	<p>Basic Concepts of Social Studies is one of the mandatory courses given in the Social Sciences Education Study Program. This course examines the basic principles and characteristics of social science (IPS). The study starts from the historical perspective of social studies, development, basic concepts from various social science disciplines which form the "body of knowledge" of Social Sciences as well as the expansion of social studies studies in the form of Social Sciences in Indonesia. After completing the Basic Concepts of Social Sciences lecture, students are expected to have the ability to identify and understand the basic principles and characteristics of social studies (social science). It is hoped that an understanding of the basic concepts of social studies can provide students with the ability to develop learning that is appropriate to the social studies context.</p>																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Daftar Pustaka 2. Armstrong, David G. 1980. Social Studies in Secondary Education. New York City, NY: Macmillan Publishing Co. Inc. 3. Banks, James A. & Cherry A. MacGee Banks. 1999. Teaching Strategies for Social Studies. New York: Longman. 4. Hertzberg, Hazel Whitman. 1981. Social Studies Reform 1880 &ndash;1980. Boulder, CO: Social Science Education Consortium, Inc. 5. Savage, Tom V. & David G. Armstrong. 1987. Effective Teaching in Elementary Social Studies. New York: Macmillan Publishing Co. Inc. 6. Somantri, Muhammad Numan. 2001. Menggagas Pembaharuan Pendidikan IPS. Bandung: PT Remaja Rosdakarya. 7. Somantrie, Hermana. 1990. A Historical Perspective on Social Studies Curriculum Reform since 1916. A Thesis for the Degree of Master of Arts. Pittsburgh, PA: University of Pittsburgh. 8. Somantrie, Hermana. 1999. Faktor-faktor Psikologis Yang Mempengaruhi Hasil Belajar Ilmu Armstrong, David G 1980. Social studies in secondary education. New York City 9. Online library on Questia 																																																
	Supporters:																																																
Supporting lecturer	Dr. Rindawati, M.Si.																																																

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	Introduction to Basic Social Sciences Concepts	concepts, objects and goals of social education		Presentation and discussion 2 X 50			0%
2	History of IPS and the difference between IPS (Social Studies) and Social Sciences (Social Sciences)	History of IPS and the difference between IPS (Social Studies) and Social Sciences (Social Sciences)		Presentation and discussion 2 X 50			0%
3	Understanding of basic concepts of Sociology, Economics, History of other supporting sciences for Social Sciences as well as Geography as a Social Sciences Platform in Integrated Learning	Understanding of basic concepts of Sociology, Economics, History of other supporting sciences for Social Sciences as well as Geography as a Social Sciences Platform in Integrated Learning		Presentation and discussion 2 X 50			0%
4	Integrated Learning in Social Sciences Learning with a Main Topic approach model	Integrated Learning in Social Sciences Learning with a Main Topic approach model		Presentation and Discussion 2 X 50			0%
5	Integrated Learning in Social Sciences Learning with a problem approach model	Integrated Learning in Social Sciences Learning with a problem approach model		Presentation and discussion 2 X 50			0%
6	Integrated Learning in Social Sciences Learning with the Main Potential approach model	Integrated Learning in Social Sciences Learning with the Main Potential approach model		Presentation and Discussion 2 X 50			0%
7	Presentation of the Social Sciences Learning approach model	Presentation of the Social Sciences Learning approach model		Performance and percentage of results 2 X 50			0%
8	MIDTERM EXAM			2 X 50			0%
9	Contextual societal problems in Social Sciences Studies			2 X 50			0%
10	Social Sciences Learning Models and Methods			2 X 50			0%
11	Media in Social Studies Learning			2 X 50			0%
12	Social Sciences Learning Resources			2 X 50			0%

13	Context of Integration in Social Sciences Learning			2 X 50			0%
14		Problems in the Social Sciences Learning Process		2 X 50			0%
15	Problems in Social Studies Learning Assessment			2 X 50			0%
16	FINAL EXAMS			2 X 50			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.**