	Universitas Negeri Surabaya **Faculty of Social and Political Sciences,** **Bachelor of History Education Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE		Course Family		Credit Weight			SEMESTER	Compilation Date
Social Sciences Education		8720102070				T=2	P=0	ECTS=3.18	2	July 18, 2024
AUTHORIZATION		**SP Developer**				**Course Cluster Coordinator**			**Study Program Coordinator**	
		....				....			Dr. Wisnu, M.Hum.	

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)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course examines the meaning, objectives, learning principles, methods, contributions of social sciences and humanities, as well as contemporary issues (gender equity, multiculturalism, developments in digital technology and the challenges of the globalization era) in social studies learning.

References	**Main :**
	1. Byron G. Massialas and Rodney F. Allen. 1996. Critical Issues in Teaching Social Studies K-12. California : Wadsworth Publishing Company 2. John Jarolimek. 1982. Social Studies In Elementary Education. London : Macmillan Publishing 3. Numan Somantri. 2001. Menggagas Pembaharuan Pendidikan IPS. Bandung : Rosdakarya dan SPS UPI Bandung 4. NCSS. 1994. Expectation excellence : Curriculum standarts for social studies. Washington : NCSS
	Supporters:
Supporting lecturer	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Dr. Agus Suprijono, M.Si. Corry Liana, 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	Understand the nature of PIPS	1. Analyze the philosophical foundations of PIPS 2. Analyzing the PIPS body of knowledge (understanding, objectives, benefits) 3. Analyze the PIPS mode of thinking	**Criteria:** Get optimum marks if the writing contains philosophical, theoretical analysis, PIPS mode of thinking		Lecturing, Assignments, Discussions 2 X 50			0%
2	Understanding the development of PIPS in Indonesia	Describe the development of PIPS in Indonesia	**Criteria:** Get an optimum score if the writing contains aspects of continuity and change		Lecturing, Assignments, Discussions 2 X 50			0%
3	Understanding social sciences as an aspect of the PIPS ontology	1. Identify historical concepts as scientific sources and PIPS materials 2. Identify sociological concepts as sources of knowledge and PIPS material 3. Identify anthropological concepts as scientific sources and PIPS materials 4. Identify geographic concepts as scientific sources and PIPS materials 5. Identify economic concepts as sources and knowledge of PIPS	**Criteria:** Get optimum marks if the writing contains an interdisciplinary/multidisciplinary approach to history, geography, economics, sociology-anthropology		Lecturing, Assignments, Discussions 2 X 50			0%
4	Understanding social sciences as an aspect of the PIPS ontology	1. Identify historical concepts as scientific sources and PIPS materials 2. Identify sociological concepts as sources of knowledge and PIPS material 3. Identify anthropological concepts as scientific sources and PIPS materials 4. Identify geographic concepts as scientific sources and PIPS materials 5. Identify economic concepts as sources and knowledge of PIPS	**Criteria:** Get optimum marks if the writing contains an interdisciplinary/multidisciplinary approach to history, geography, economics, sociology-anthropology		Lecturing, Assignments, Discussions 2 X 50			0%

5	Understanding social sciences as an aspect of the PIPS ontology	1. Identify historical concepts as scientific sources and PIPS materials 2. Identify sociological concepts as sources of knowledge and PIPS material 3. Identify anthropological concepts as scientific sources and PIPS materials 4. Identify geographic concepts as scientific sources and PIPS materials 5. Identify economic concepts as sources and knowledge of PIPS	**Criteria:** Get optimum marks if the writing contains an interdisciplinary/multidisciplinary approach to history, geography, economics, sociology-anthropology	Lecturing, Assignments, Discussions 2 X 50			0%
6	Understanding social sciences as an aspect of the PIPS ontology	1. Identify historical concepts as scientific sources and PIPS materials 2. Identify sociological concepts as sources of knowledge and PIPS material 3. Identify anthropological concepts as scientific sources and PIPS materials 4. Identify geographic concepts as scientific sources and PIPS materials 5. Identify economic concepts as sources and knowledge of PIPS	**Criteria:** Get optimum marks if the writing contains an interdisciplinary/multidisciplinary approach to history, geography, economics, sociology-anthropology	Lecturing, Assignments, Discussions 2 X 50			0%
7	Understanding social sciences as an aspect of the PIPS ontology	1. Identify historical concepts as scientific sources and PIPS materials 2. Identify sociological concepts as sources of knowledge and PIPS material 3. Identify anthropological concepts as scientific sources and PIPS materials 4. Identify geographic concepts as scientific sources and PIPS materials 5. Identify economic concepts as sources and knowledge of PIPS	**Criteria:** Get optimum marks if the writing contains an interdisciplinary/multidisciplinary approach to history, geography, economics, sociology-anthropology	Lecturing, Assignments, Discussions 2 X 50			0%
8	UTS	Able to do written test questions in essay form	**Criteria:** 1. Each question has a weight of 10 marks 2. NA = Value obtained 3. NM = Maximum Value	Written Test 2 X 50			0%
9	Understand learning principles and theories as an aspect of PIPS learning epistemology	1. Analyze the problems caused by the application of learning theory in PIPS learning 2. Analyze model/approach/strategy/method/technique problems in PIPS learning 3. Analyzing assessment and evaluation problems in PIPS learning	**Criteria:** Get an optimum score if the problem has relevance to theoretical issues, models and learning evaluation	Lecturing, Assignments, Discussions 2 X 50			0%
10	Understand learning principles and theories as an aspect of PIPS learning epistemology	1. Analyze the problems caused by the application of learning theory in PIPS learning 2. Analyze model/approach/strategy/method/technique problems in PIPS learning 3. Analyzing assessment and evaluation problems in PIPS learning	**Criteria:** Get an optimum score if the problem has relevance to theoretical issues, models and learning evaluation	Lecturing, Assignments, Discussions 2 X 50			0%
11	Understand learning principles and theories as an aspect of PIPS learning epistemology	1. Analyze the problems caused by the application of learning theory in PIPS learning 2. Analyze model/approach/strategy/method/technique problems in PIPS learning 3. Analyzing assessment and evaluation problems in PIPS learning	**Criteria:** Get an optimum score if the problem has relevance to theoretical issues, models and learning evaluation	Lecturing, Assignments, Discussions 2 X 50			0%
12	Understand learning principles and theories as an aspect of PIPS learning epistemology	1. Analyze the problems caused by the application of learning theory in PIPS learning 2. Analyze model/approach/strategy/method/technique problems in PIPS learning 3. Analyzing assessment and evaluation problems in PIPS learning	**Criteria:** Get an optimum score if the problem has relevance to theoretical issues, models and learning evaluation	Lecturing, Assignments, Discussions 2 X 50			0%
13	Understand learning principles and theories as an aspect of PIPS learning epistemology	1. Analyze the problems caused by the application of learning theory in PIPS learning 2. Analyze model/approach/strategy/method/technique problems in PIPS learning 3. Analyzing assessment and evaluation problems in PIPS learning	**Criteria:** Get an optimum score if the problem has relevance to theoretical issues, models and learning evaluation	Lecturing, Assignments, Discussions 2 X 50			0%
14	Understanding social problems with an interdisciplinary, multidisciplinary approach	1. Analyzing pluralism and multiculture in Indonesia 2. Analyzing resource management and spatial inequality 3. Ethnicity, nationalism, and national integration	**Criteria:** Get optimum scores if the study of the three problems involves interdisciplinary/multidisciplinary analysis	Lecturing, Assignments, Discussions 2 X 50			0%
15	Understanding social problems with an interdisciplinary, multidisciplinary approach	1. Analyzing pluralism and multiculture in Indonesia 2. Analyzing resource management and spatial inequality 3. Ethnicity, nationalism, and national integration	**Criteria:** Get optimum scores if the study of the three problems involves interdisciplinary/multidisciplinary analysis	Lecturing, Assignments, Discussions 2 X 50			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.