



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences**  
**History Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

| <b>Courses</b>   | <b>CODE</b>  | <b>Course Family</b>  | <b>Credit Weight</b>  | <b>SEMESTER</b>  | <b>Compilation Date</b>          |                                   |                       |   |   |   |    |    |    |    |    |    |    |
|--|--|---|---|--|----------------------------------|-----------------------------------|-----------------------|---|---|---|----|----|----|----|----|----|----|
| Social Studies Learning Design (social studies option) | 8720102084   |   | T=2 P=0 ECTS=3.18   | 6  | July 18, 2024                    |                                   |                       |   |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                                   |  | <b>SP Developer</b>   | <b>Course Cluster Coordinator</b>   |  | <b>Study Program Coordinator</b> |                                   |                       |   |   |   |    |    |    |    |    |    |    |
|  |  | .....   | .....   |  | Dr. Wisnu, M.Hum.                |                                   |                       |   |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>                                  | Project Based Learning   |   |   |  |                                  |                                   |                       |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b>                 | 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 |
| <b>Short Course Description</b>                        | The course focuses on the knowledge aspect, namely understanding the development of the PIPS curriculum in Indonesia and the PIPS body of knowledge. Development of the skills aspect, namely skill in preparing learning plans, starting from skills in formulating learning outcomes to skills in developing systemically integrated learning components in the PIPS RPP to realize these learning outcomes. |   |   |  |                                  |                                   |                       |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>                                      | <b>Main :</b>  |   |   |  |                                  |                                   |                       |   |   |   |    |    |    |    |    |    |    |
|  | 1. Byron G Massialas and Rodney F Allen Critical Issues in Teaching Social Studies K-121996 California : Wadsworth Publishing Company<br>John Jarolimek Social Studies In Elementary Education 1982 London : Macmillan Publishing<br>Numan Somantri Menggagas Pembaharuan Pendidikan IPS 2001 Bandung : Rosdakarya dan SPS UPI Bandung   |   |   |  |                                  |                                   |                       |   |   |   |    |    |    |    |    |    |    |
|  | <b>Supporters:</b>   |   |   |  |                                  |                                   |                       |   |   |   |    |    |    |    |    |    |    |
| <b>Supporting lecturer</b>                             | Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.<br>Dr. Agus Suprijono, 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  | Understanding the history of the social studies education curriculum in Indonesia  | 1. Analyze the concept of social studies education<br>2. Comparing the social studies curriculum for the period 1975 - 2013 | <b>Criteria:</b><br>There are 3 aspects assessed, namely knowledge, skills and attitudes with a weight of 35% knowledge, 35% skills and 30% attitude. | Collaborative approach<br>CTL<br>2 X 50 approach                         |                                  |                                   | 0%                    |   |   |   |    |    |    |    |    |    |    |
| 2  | Understanding the history of the social studies education curriculum in Indonesia  | 1. Analyze the concept of social studies education<br>2. Comparing the social studies curriculum for the period 1975 - 2013 | <b>Criteria:</b><br>There are 3 aspects assessed, namely knowledge, skills and attitudes with a weight of 35% knowledge, 35% skills and 30% attitude. | Collaborative approach<br>CTL<br>2 X 50 approach                         |                                  |                                   | 0%                    |   |   |   |    |    |    |    |    |    |    |

|    |   |  |   |  |  |  |    |
|----|---|--|---|--|--|--|----|
| 3  | Able to understand Bloom's taxonomy. Able to formulate learning outcomes  | <ol style="list-style-type: none"> <li>1.Analyzing Bloom's taxonomy</li> <li>2.Analyze the relationship between graduate competency standards, core competencies, and basic competencies</li> <li>3.Formulate indicators of competency achievement</li> <li>4.Formulate learning objectives</li> </ol> | <b>Criteria:</b><br>Three aspects of knowledge assessment weigh 35%, skills weigh 35%, and attitude 30% | DiscussionCollaborative learningProblem-based learningCTL<br>2 X 50 approach |  |  | 0% |
| 4  | Able to understand Bloom's taxonomy. Able to formulate learning outcomes  | <ol style="list-style-type: none"> <li>1.Analyzing Bloom's taxonomy</li> <li>2.Analyze the relationship between graduate competency standards, core competencies, and basic competencies</li> <li>3.Formulate indicators of competency achievement</li> <li>4.Formulate learning objectives</li> </ol> | <b>Criteria:</b><br>Three aspects of knowledge assessment weigh 35%, skills weigh 35%, and attitude 30% | DiscussionCollaborative learningProblem-based learningCTL<br>2 X 50 approach |  |  | 0% |
| 5  | Able to analyze concepts and theories based on competency achievement indicators. Able to develop material in textbooks             | <ol style="list-style-type: none"> <li>1.Analyze PIPS concepts and theories from IPS material sources (history, geography, economics, sociology)</li> <li>2.Arranging teaching materials into textbooks</li> </ol>   | <b>Criteria:</b><br>Knowledge assessment weighs 35%, skills 35%, and attitude 30%                       | Cooperative learningCTLRapproach<br>2 X 50 Recitation                        |  |  | 0% |
| 6  | Able to analyze concepts and theories based on competency achievement indicators. Able to develop material in textbooks             | <ol style="list-style-type: none"> <li>1.Analyze PIPS concepts and theories from IPS material sources (history, geography, economics, sociology)</li> <li>2.Arranging teaching materials into textbooks</li> </ol>   | <b>Criteria:</b><br>Knowledge assessment weighs 35%, skills 35%, and attitude 30%                       | Cooperative learningCTLRapproach<br>2 X 50 Recitation                        |  |  | 0% |
| 7  | Understand various learning approaches/strategies/methods. Implement learning approaches/strategies/methods in learning simulations | <ol style="list-style-type: none"> <li>1.Identify learning models</li> <li>2.Implementing learning models</li> </ol>   | <b>Criteria:</b><br>The knowledge aspect weighs 35%, skills 35%, and attitude 30%                       | Cooperative learningSimulationAssignment<br>2 X 50                           |  |  | 0% |
| 8  | Understand various learning approaches/strategies/methods. Implement learning approaches/strategies/methods in learning simulations | <ol style="list-style-type: none"> <li>1.Identify learning models</li> <li>2.Implementing learning models</li> </ol>   | <b>Criteria:</b><br>The knowledge aspect weighs 35%, skills 35%, and attitude 30%                       | Cooperative learningSimulationAssignment<br>2 X 50                           |  |  | 0% |
| 9  | Able to understand the concept of assessment. Develop assessment instruments  | <ol style="list-style-type: none"> <li>1.Analyze the concept of assessment</li> <li>2.Develop assessment instruments</li> </ol>  | <b>Criteria:</b><br>Knowledge assessment 35%, skills 35%, and attitude 30%                              | Cooperative learningRecitationModelling<br>2 X 50                            |  |  | 0% |
| 10 | Able to understand the concept of assessment. Develop assessment instruments  | <ol style="list-style-type: none"> <li>1.Analyze the concept of assessment</li> <li>2.Develop assessment instruments</li> </ol>  | <b>Criteria:</b><br>Knowledge assessment 35%, skills 35%, and attitude 30%                              | Cooperative learningRecitationModelling<br>2 X 50                            |  |  | 0% |

|    |  |  |   |  |  |  |    |
|----|--|--|---|--|--|--|----|
| 11 | Able to develop learning media                         | 1.Analyzing various types of learning media<br>2.Create learning media | <b>Criteria:</b><br>The knowledge aspect weighs 35%, skills 35%, and attitude 30% | Cooperative learning<br>Recitation<br>2 X 50 |  |  | 0% |
| 12 | Able to develop learning media                         | 1.Analyzing various types of learning media<br>2.Create learning media | <b>Criteria:</b><br>The knowledge aspect weighs 35%, skills 35%, and attitude 30% | Cooperative learning<br>Recitation<br>2 X 50 |  |  | 0% |
| 13 | Implementing social studies learning in micro teaching | Applying social studies learning plans in micro teaching               | <b>Criteria:</b><br>Knowledge aspect 30%, skills 45%, and attitude 25%            | 2 X 50 Simulation                            |  |  | 0% |
| 14 | Implementing social studies learning in micro teaching | Applying social studies learning plans in micro teaching               | <b>Criteria:</b><br>Knowledge aspect 30%, skills 45%, and attitude 25%            | 2 X 50 Simulation                            |  |  | 0% |
| 15 | Implementing social studies learning in micro teaching | Applying social studies learning plans in micro teaching               | <b>Criteria:</b><br>Knowledge aspect 30%, skills 45%, and attitude 25%            | 2 X 50 Simulation                            |  |  | 0% |
| 16 |  |  |   |  |  |  | 0% |

**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.