	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
AUD Social Studies *)		8620702129		T=2	P=0	ECTS=3.18		5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program which 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 analyzes the nature of Social Studies content in the curriculum and early childhood learning. Examining multi-perspective social studies content in early childhood learning. Describe the results of social studies sub-content analysis in early childhood learning. Developing an integrative thematic learning design in learning social studies content by utilizing science and technology in the learning process, namely face-to-face and Vi-learning. In the learning process, students develop an attitude of responsibility, good manners, care for the environment, and are able to analyze children's needs regarding their social environment. Lectures are carried out with learning strategies through lecture, discussion, inquiry and scientific systems.

References	Main :	

1. Ann S. Epstein. 2014. Social Studies in Preschool? Yes !. NAEYC. Karen Phillips (Young Children).
2. Diana Trister Dodge, Laura J. Colker, Cate Heroman. 2002. The Creative Curriculum for Preschool . USA : Teaching Strategies Inc.
3. Carol Seefeldt, Nita Barbour. 1994. Early Childhood Education An Introduction . USA: Macmillan College Publishing Company.
4. Santrock. 2012. Psikologi Pendidikan Edisi 3 jilid 1 terjemahan Diana Angelica . Jakarta:Salemba Humanika.
5. Gunarsa, Singgih D. Gunarsa, Yulia Singgih D. 2012. Psikologi Untuk Keluarga. Jakarta:Penerbit Libri.
6. Mercer. 2012. Psikology Sosial. Jakarta: Erlangga.
7. Sanusi Ahmad. 2008. Studi Sosial di Indonesia. Bandung: IKIP.
8. Fraenkel, Jack. 2010. Helping Student Value Strategies for Teaching Study Social. New Jersey: Prentice Hall.

Supporters:	

Supporting lecturer	Muhammad Reza, S.Psi., M.Si. Eka Cahya Maulidiyah, S.Pd., M.Pd. Dr. Ajeng Putri Pratiwi, 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 content of AUD social studies lectures thoroughly	Describe the objectives of the AUD social studies course Explain the general description of the course Describe children's problems related to social studies		Lecture, discussion, inquiry 2 X 50			0%
2	Mastering the concept of early childhood social development	Describe social development according to Erikson Describe Urie Brofenbrenner's ecological theory Explain analysis of children's problems related to social studies		Lecture, discussion, inquiry 2 X 50			0%
3	Mastering cultural concepts in early childhood	1.Understand interconnectedness and interdependence 2.Explain diversity in society (gender, ethnicity, age, religion, and family structure) 3.Comparing the way people from different cultures think 4.Give an example of the importance of togetherness and unity in the group		Lectures, discussions, 2 X 50			0%
4	Mastering the concepts of time, sustainability and change in early childhood	1.Understand changes in the environment over time 2.Understand how children learn about their history and their family 3.Analyze important events that may occur in the child's life		2 X 50			0%
5	Mastering the concepts of people, places and environments in early childhood	1.Understand the relationship between humans and the surrounding environment 2.Understand how children learn about distance, place and position compared to their surrounding environment		Lecture, discussion, scientific, inquiry 2 X 50			0%
6	Mastering the concept of identity and behavioral development in early childhood	1.Understand how children adapt to their environment 2.Analyze personal identity which is shaped by the influence of culture, groups and institutions 3.Understanding self-concept, showing self-esteem, and knowing self-abilities in children		Lecture, discussion, scientific, inquiry 2 X 50			0%

No	Ability	Learning Objectives		Method / Time			%
7	Mastering the concepts of individuals, groups and institutions in early childhood	1. Understand how children work together, contribute to class activities 2. Understand how children understand the tasks and roles of each individual in the group		Lecture, discussion, scientific, inquiry 2 X 50			0%
8	UTS	UTS		2 X 50			0%
9	Mastering the concepts of strength, authority and power in early childhood	1. Understand how to provide awareness that children are part of social life 2. Describe how to prepare children for a democratic society		Lecture, discussion, scientific, inquiry 2 X 50			0%
10	Mastering the concepts of production, distribution and consumption in early childhood	1. Analyzing basic economic concepts in children 2. Designing activities related to basic economic concepts for children		Lecture, discussion, scientific, inquiry 2 X 50			0%
11	Mastering the concepts of science, technology and society in early childhood	1. Analyzing the use of technology in society 2. Provide examples of the benefits of science in human life 3. Describe changes in human behavior that have an impact on environmental sustainability		2 X 50			0%
12	Mastering the concept of global relations in early childhood	1. Understanding the state of interdependence between individuals in society 2. Analyze global relations in society 3. Designing activities related to global relationships in children, especially interactions between individuals		Lecture, discussion, scientific, inquiry 2 X 50			0%
13	Mastering the concept of citizenship in early childhood	1. Develop social knowledge about citizenship 2. Developing knowledge, behavior and awareness of love for the homeland and national culture 3. Able to give examples of how to develop positive character values in children		discussion, lecture, inquiry 2 X 50			0%
14	Able to design social studies learning for early childhood	Able to prepare a learning environment for children. Able to design activity options for children. Able to design learning that is active, creative, interesting and fun		2 X 50			0%

| 15 | Mastering the concept of learning evaluation in early childhood | 1.Able to choose and use assessment techniques that suit the child's activities and needs
2.Able to analyze the achievement of learning objectives | | discussion, analysis of 2 X 50 case studies | | | 0% |
| 16 | UAS | UAS | | 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.