



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences,**  
**Social Sciences Education Masters Study Program**

Document Code

## SEMESTER LEARNING PLAN

|  |  |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|--|--|--|----------------------------|---|---------------------------|-----------------------------------|-----------------------|-------|-------|----|----|----|----|----|----|----|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
| Courses  | CODE   | Course Family  | Credit Weight              | SEMESTER  | Compilation Date          |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Social Sciences Learning Plan in Schools             | 8712002050   |  | T=2 P=0 ECTS=4.48          | 2   | July 18, 2024             |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| AUTHORIZATION  | SP Developer   |  | Course Cluster Coordinator |   | Study Program Coordinator |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | .....  |  | .....                      |   | Dr. Agus Suprijono, M.Si. |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Learning model                                       | Project Based Learning   |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Program Learning Outcomes (PLO)                      | PLO study program that is charged to the course  |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-3  | Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned          |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-5  | Able to develop logical, critical, systematic and creative thinking in social studies learning through interdisciplinary or multidisciplinary research and scientific publications                     |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-7  | Able to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and scientific publications  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | Program Objectives (PO)  |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | PLO-PO Matrix  |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  |  | <table border="1" style="margin: auto;"> <tr> <td style="width: 25%;">P.O</td> <td style="width: 25%;">PLO-3</td> <td style="width: 25%;">PLO-5</td> <td style="width: 25%;">PLO-7</td> </tr> </table> |                            |   |                           | P.O                               | PLO-3                 | PLO-5 | PLO-7 |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| P.O  | PLO-3  | PLO-5  | PLO-7                      |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| PO Matrix at the end of each learning stage (Sub-PO) |  |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | <table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table> |  |                            |   | P.O                       | Week                              |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| P.O  | Week   |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | 1  | 2  | 3                          | 4   | 5                         | 6                                 | 7                     | 8     | 9     | 10 | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Short Course Description                             | The scope of the social studies learning design course in schools includes the development of social studies learning tools consisting of RPP, LKPD, learning media, assessments, and student books. The development of social studies learning plans in schools is based on the national curriculum, namely the 2013 curriculum based on the transformative pedagogical paradigm. Therefore, through this course students learn to apply cognitive learning theories as an academic foundation and analytical tool for developing social studies learning tools based on a transformative pedagogical paradigm.   |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| References   | Main :   |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | 1. Suprijono, A, 2017, <i>Cooperative Learning Teori dan Praktik PAIKEM</i> , Yogyakarta: Pustaka Pelajar<br>Suprijono, A, 2016, <i>Model-Model Pembelajaran Emansipatoris</i> , Yogyakarta: Pustaka Pelajar   |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|  | Supporters:  |  |                            |   |                           |                                   |                       |       |       |    |    |    |    |    |    |    |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| Supporting lecturer                                  | Prof. Dr. Warsono, M.S.<br>Dr. Agus Suprijono, M.Si.<br>Dr. Nuansa Bayu Segara, 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 | Students are able to carry out competency analysis         | <ol style="list-style-type: none"> <li>Analyze the relationship between core competencies and basic competencies</li> <li>Identify direct learning outcomes</li> <li>Identifying indirect learning outcomes</li> </ol>  | <b>Criteria:</b><br>Task assessment weight: 25%<br>Performance assessment weight: 25%<br>Knowledge ability assessment; 50% | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 2 | Students are able to carry out competency analysis         | <ol style="list-style-type: none"> <li>Analyze the relationship between core competencies and basic competencies</li> <li>Identify direct learning outcomes</li> <li>Identifying indirect learning outcomes</li> </ol>  |  | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 3 | Develop a syllabus as a social studies curriculum document | <ol style="list-style-type: none"> <li>Determine time allocation</li> <li>Create a semester program</li> <li>Formulate indicators of competency achievement</li> <li>Identifying material</li> <li>Determine the learning experience</li> <li>Determine the learning approach</li> <li>Determine the assessment strategy</li> </ol> | <b>Criteria:</b><br>Task assessment weight: 25%<br>Performance assessment weight: 25%<br>Knowledge assessment: 50%         | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 4 | Develop a syllabus as a social studies curriculum document | <ol style="list-style-type: none"> <li>Determine time allocation</li> <li>Create a semester program</li> <li>Formulate indicators of competency achievement</li> <li>Identifying material</li> <li>Determine the learning experience</li> <li>Determine the learning approach</li> <li>Determine the assessment strategy</li> </ol> | <b>Criteria:</b><br>Task assessment weight: 25%<br>Performance assessment weight: 25%<br>Knowledge assessment: 50%         | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 5 | Develop a syllabus as a social studies curriculum document | <ol style="list-style-type: none"> <li>Determine time allocation</li> <li>Create a semester program</li> <li>Formulate indicators of competency achievement</li> <li>Identifying material</li> <li>Determine the learning experience</li> <li>Determine the learning approach</li> <li>Determine the assessment strategy</li> </ol> | <b>Criteria:</b><br>Task assessment weight: 25%<br>Performance assessment weight: 25%<br>Knowledge assessment: 50%         | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |

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|----|---|--|---|---|--|--|----|
| 6  | Develop a syllabus as a social studies curriculum document            | <ol style="list-style-type: none"> <li>1. Determine time allocation</li> <li>2. Create a semester program</li> <li>3. Formulate indicators of competency achievement</li> <li>4. Identifying material</li> <li>5. Determine the learning experience</li> <li>6. Determine the learning approach</li> <li>7. Determine the assessment strategy</li> </ol> | <b>Criteria:</b><br>Task assessment weight: 25%<br>Performance assessment weight: 25%<br>Knowledge assessment: 50%                  | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 7  | Examining the social science syllabus made by MGMP IPS                | Evaluating the IPS syllabus made by MGMP IPS   | <b>Criteria:</b><br>Assignment assessment: 25%<br>Portfolio assessment: 25%<br>Knowledge ability assessment: 50%                    | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 8  | MIDTERM EXAM  |  |   | 2 X 50  |  |  | 0% |
| 9  | Review the social studies learning tool documents created by MGMP IPS | <ol style="list-style-type: none"> <li>1. Evaluate the formulation of competency achievement indicators</li> <li>2. Evaluate the formulation of learning objectives</li> <li>3. Evaluate lesson material</li> <li>4. Evaluate learning activities</li> <li>5. Evaluate learning sources/media</li> <li>6. Evaluate assessments</li> </ol>                | <b>Criteria:</b><br>Assignment weight assessment: 25%<br>Performance/portfolio assessment: 25%<br>Knowledge ability assessment: 50% | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
| 10 | Review the social studies learning tool documents created by MGMP IPS | <ol style="list-style-type: none"> <li>1. Evaluate the formulation of competency achievement indicators</li> <li>2. Evaluate the formulation of learning objectives</li> <li>3. Evaluate lesson material</li> <li>4. Evaluate learning activities</li> <li>5. Evaluate learning sources/media</li> <li>6. Evaluate assessments</li> </ol>                | <b>Criteria:</b><br>Assignment weight assessment: 25%<br>Performance/portfolio assessment: 25%<br>Knowledge ability assessment: 50% | Cooperative learning<br>Constructivist learning<br>2 X 50 |  |  | 0% |
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|    |   |   |   |   |  |  |    |
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| 12 | Review the social studies learning tool documents created by MGMP IPS | <ol style="list-style-type: none"> <li>1.Evaluate the formulation of competency achievement indicators</li> <li>2.Evaluate the formulation of learning objectives</li> <li>3.Evaluate lesson material</li> <li>4.Evaluate learning activities</li> <li>5.Evaluate learning sources/media</li> <li>6.Evaluate assessments</li> </ol> | <b>Criteria:</b><br>Assignment weight assessment:<br>25%Performance/portfolio assessment:<br>25%Knowledge ability assessment: 50% | Cooperative learningConstructivist learning<br>2 X 50 |  |  | 0% |
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| 14 | Review the social studies learning tool documents created by MGMP IPS | <ol style="list-style-type: none"> <li>1.Evaluate the formulation of competency achievement indicators</li> <li>2.Evaluate the formulation of learning objectives</li> <li>3.Evaluate lesson material</li> <li>4.Evaluate learning activities</li> <li>5.Evaluate learning sources/media</li> <li>6.Evaluate assessments</li> </ol> | <b>Criteria:</b><br>Assignment weight assessment:<br>25%Performance/portfolio assessment:<br>25%Knowledge ability assessment: 50% | Cooperative learningConstructivist learning<br>2 X 50 |  |  | 0% |
| 15 | Review the social studies learning tool documents created by MGMP IPS | <ol style="list-style-type: none"> <li>1.Evaluate the formulation of competency achievement indicators</li> <li>2.Evaluate the formulation of learning objectives</li> <li>3.Evaluate lesson material</li> <li>4.Evaluate learning activities</li> <li>5.Evaluate learning sources/media</li> <li>6.Evaluate assessments</li> </ol> | <b>Criteria:</b><br>Assignment weight assessment:<br>25%Performance/portfolio assessment:<br>25%Knowledge ability assessment: 50% | Cooperative learningConstructivist learning<br>2 X 50 |  |  | 0% |
| 16 |   |   |   |   |  |  | 0% |

**Evaluation Percentage Recap: Project Based Learning**

| No | Evaluation | Percentage |
|----|------------|------------|
|----|------------|------------|

**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.