



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
Basic Concepts of Ips	8712002027		T=2	P=0	ECTS=4.48	1	January 2, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which 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>P.O</td> <td>PLO-3</td> <td>PLO-5</td> <td>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">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description This Elementary Social Sciences Basic Concepts course is a course that provides PGSD students with an understanding of the basic concepts of Social Sciences as a basis for study whose material comes from human life in society, whose aspects include geography, sociology, anthropology, economics, history, politics, skills, and values. This course covers the substance of the field of social studies studies, understanding the essence of concepts and the process of their formation, coverage of basic concepts in geography, sociology, anthropology, economics, history. This course is designed through activity-based learning, produces products and is able to develop thinking skills through inquiry activities, group investigations, focused discussions, problem-solving oriented. After attending this lecture, students are expected to have the knowledge and skills to understand the essential concepts of social science disciplines to be developed in the social studies curriculum and learning at the Basic Education (SD/MI) level.

References	Main :

1. Tellez, Kip. (2013). Teaching Fact, Skills, Concepts, and Morals: What the Difference (<http://people.ucsc.edu/~ktellez/facts-skills-con.html>). Diakses 27 November 2013
2. Bank, James A. (1990). Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making . Longman New York and London
3. Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow 19s World . Harcourt Brace College Publishers
4. Woolever, R and Scott, K.P. (1988). Active Learning in Social studies-Promoting Cognitive and Social Growth . Scott, Foresman and Company Boston London.
5. Bisland, Beverly Milner. (2009). Two Traditions in the Social Studies Curriculum for the Elementary Grades: The Textbooks of Paul R. Hanna and Harold O. Rugg. Journal of Social Studies Research 33.2 (Fall 2009): 155-196. <http://search.proquest.com>. Diunduh tanggal 31 Agustus 2013
6. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). (<http://www.socialstudies.org>) diunduh 7 Januari 2014 pukul 10.00 WIB
7. The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies (Washington, D.C.: NCSS, 1994):
8. Somantri, Nu 19man. (2001). Menggagas Pembaharuan Pendidikan IPS . Bandung: Rosda
9. Sumaatmadja, Nursid. (2005). Konsep Dasar IPS . Jakarta: Pusat Penerbitan Universitas Terbuka.
10. Udin.S. Winataputra. (2002). Materi Pembelajaran IPS SD . Puat Penerbitan Universitas Terbuka.
11. Gunansyah, Ganes. (2015). Konsep-konsep Dasar Ilmu-ilmu Sosial. Zifatama Publisher

Supporters:

Supporting lecturer Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.
Dr. Kusnul Khotimah, 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 analyze the concepts and objectives of social studies education and can apply them in learning practice.	1. Concept and Rationale of Social Studies Education (Social Studies Education); 2. Social Studies Education Objectives; 3. Integrated social studies learning 4. Knowledge about students in the social studies education paradigm (culture, interests, ethnicity and gender)	Criteria: 1. Originality 2. Newness 3. Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			5%
2	Students are able to analyze the concept of democratic values in Social Sciences	· Education about citizenship and Democratic Values in Social Sciences. · History and Geography in Social Sciences.	Criteria: Originality Newness Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			10%
3	Students are able to understand the Power of Social Sciences Learning Tools	1. Use of Maps, Globes, Graphs, and Time Lines in Social Sciences. 2. Use of actual issues in social studies education	Criteria: 1. Originality 2. Newness 3. Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			6%

4	Students are able to plan and teach social studies	<ol style="list-style-type: none"> 1.Planning Discussion Materials 2.Learning Planning 3. Implementation of Learning 4.Social Studies Teaching Strategy (teaching concepts, teaching inquiry, teaching social studies skills) 	Criteria: 1.Originalitas 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			2%
5	Students are able to determine sources of social studies education	<ul style="list-style-type: none"> · Library as a source · Textbooks as a source · Resources in the community · Newspapers as a source · Computers as a source · Maps and Globes as a source · Combined sources (Multiple resources) 	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			2%
6	Students are able to make assessments and evaluations in social studies education	<ul style="list-style-type: none"> · Natural assessment · Assessment objectives · Assessment principles · Assessment methods 	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			2%
7	Students are able to understand Cooperative Learning in Social Sciences Education	<ul style="list-style-type: none"> · Creating a Positive Climate for Human Relationships · Developing Cooperative Groups · Identification and Teaching of Groupwork Skills · Teaching using discussion techniques 	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			2%
8	UTS	<ul style="list-style-type: none"> · Learning about literary content and its areas · Using textbooks · Building social studies vocabulary · Improving reading skills · Using children's books outside textbooks for multiple perspectives 	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Test	Presentation and Discussion 2 X 50			24%
9	Students are able to understand social studies as an integrated education between social studies sections	<ul style="list-style-type: none"> · Integrating techniques in social studies education · Infusing the social studies section into the part that forms the framework · fusion of the social studies sections into one 	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			5%
10	USS 1		Form of Assessment : Participatory Activities	2 X 50			3%
11	Students are able to understand the dynamics of social studies education	<ul style="list-style-type: none"> · Creation of a code of behavior · The emergence of social studies · Integrated or separate learning of social studies · Social studies and citizen democratic education 	Criteria: 1.Originality 2.Newness] 3.Innovation Form of Assessment : Participatory Activities	Dynamics of Development of IPS 2 X 50			5%

12	Students understand History and Social Sciences as the basis for learning Social Sciences	· History in social studies education · Social sciences in social studies education (Geography, Economics, Anthropology, Political Science, Sociology, Psychology).	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			3%
13	Students understand the dimensions of existing student differences	· Order of IPS Scope · Preferred programs	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			3%
14	Students are able to build a social studies learning framework and implement it	· Order of IPS Scope · Preferred programs	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			3%
15	Students are able to assemble learning themes in social studies education	· Combining SK, KD, and Indicators in themes · Considerations for determining themes: Global Education, Energy and Environment, Law, Gender	Criteria: 1.Originality 2.Newness 3.Innovation Form of Assessment : Participatory Activities	Presentation and Discussion 2 X 50			5%
16	UAS	UAS	Criteria: UAS Form of Assessment : Test	UAS 2 X 50			20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	56%
2.	Test	44%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

