

Universitas Negeri Surabaya Faculty of Education, Basic Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses			CODE				Cour	se Fa	mil	y	Cree	lit We	ight	SEM	ESTER	Cor Dat	npilati e	on
Basic Concep	ots of lps Sd		8612203048	В			Educ	ation			T=3	P=0	ECTS=6.7	2	2	Jun 202	e 17, 0	
AUTHORIZAT	ION		SP Develop	ber						Cours	se Clu	ster C	oordinator	Stud	y Progra	n Coo	ordina	tor
			Dr. Agus Su Tjipto Subro S.Sos., M.S	oto, M					D	Dr. Ketut Prasetyo, M.S.			Ner	Neni Mariana, S.Pd., M.Sc. Ph.D.		C.,		
Learning model	Case Studies		that is also		1 40 44													
Program Learning	PLO study pr			Ŭ								- 4	al dia a sua dua					
Outcomes (PLO)	PLO-6		together and									,						
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	Program Obje	1	. ,															
	PO - 1	CPM	<1 Able to un	derst	and b	asic i	deas,	cond	epts	s, exan	nples, i	esults	, techniques	S.				
	PO - 2	CPM	<2 Able to ap	ply so	ocial s	tudie	s lea	rning	met	nods a	nd stra	tegies						
	PLO-PO Matr	ix																
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			PO-1															
			PO-2															
	PO Matrix at	the en	d of each le	arni	ng st	age ((Sub	-PO)										
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			D-2															l
Short Course Description	The Basic Soci to implementati able to design s	ion in th	ne classroom	relat	ed to	the u	se of	conc	epts	, mode				· · · · · ·	· ` · ´ · ·		• •	
References	Main :																	
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	Supporters:																	
	1. Hasil F		an "Pengemb ikan IPS Pro								Globali	sasi B	erbasis Kor	itekstual	untuk Pe	enguat	an Ma	ıteri

Week-	Final abilities of each learning	Eval	uation	Learn Studen	p Learning, iing methods, t Assignments, timated time]	Learning materials	Assessmen Weight (%)
	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)	(2) Students understand the goals, rationale and nature of social studies education.	 (3) 1.Students are able to analyze the objectives of social studies education. Students are able to rationally understand social studies education and the nature of studying social studies 2.Students are able to rationally understand social studies 2.Students are able to rationally understand social studies 3.Students are able to rationally education and the nature of studying social studies 3.Students are able to analyze the concept of democratic values in Social Sciences 4.Students are able to analyze the strengths of Social Sciences analyze the strengths of Social Sciences able to plan and teach social studies 6.Students are able to plan and teach social studies 6.Students are able to make assessments and evaluations in Social sciences Education 8.Students are able to make assessments and evaluations in Social sciences Education 	(4) Criteria: The quality of the paper and the ability to argue Form of Assessment : Participatory Activities, Portfolio Assessment	(5) Lectures, Presentations and discussions 3 X 50		(7)Material:Social StudiesEducationObjectivesReferences:[1]. Parker,Water C.(2001) . SocialStudies inElementaryEducation,11th edition.New Jersey:Merrill PrenticeHall. [2].Welton, DavidA, and John T.Malan. (1999).Children andtheir World:Strategies forTeachingsocial studies,6th edition.New York:HoughtonMifflinCompany. [3] .NCSS. (1994).Curriculumstandards forsocial studies.Washington:NCSS. [4].Massialas,Byron G. AndRodney F.Allen. (1996).Crucial issuesin teachingsocial studies.USA:WadsworthPublishingCompany. [5]The Journal ofSocial StudiesEducation.VolumeI/March 2012.TheInternationalSocial StudiesAssociation.	(8)

9.Students are			
able to			
connect			
literature in			
Social			
Sciences			
Education			
10.Students			
are able to			
understand			
social			
studies as an			
integrated			
education			
between			
social			
studies			
sections			
11.Students			
are able to			
understand			
the dynamics			
of social			
studies			
education			
12.Students			
understand			
History and			
Social			
Sciences as			
the basis for			
learning			
Social			
Sciences			
13.Students			
understand			
the			
dimensions			
of existing			
student			
differences			
14.Students			
are able to			
build a social			
studies			
learning			
framework			
and			
implement it			
15.Students			
are able to			
assemble			
learning			
learning			
themes in			
social			
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2	Students are able to understand the concept of democratic values in IPS	Students are able to analyze the concept of democratic values in Social Sciences	Criteria: Quality of paper and ability to argue	Presentation and Discussion 3 X 50	Material: Contents in Social Sciences Education References: [1]. Parker, Walter C. (2001) . Social Studies in Elementary Education, 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). Children and their World: Strategies for Teaching social studies, 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). Curriculum Standards for social studies. Washington: NCSS. (1994). Curriculum Standards for social studies. Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). Crucial issues in teaching social studies. USA: Wadsworth Publishing Company. [5] The Journal of Social Studies Education. Volume 1/March 2012. The International Social Studies	0%
3	Students are able to understand the power of Social Sciences Learning Tools	Students are able to analyze the strengths of Social Sciences Learning Tools	Criteria: Quality of paper and ability to argue	Presentation and Discussion 3 X 50	Association. Material: Tools in Social Sciences Education References: [1]. Parker, Walter C. (2001) . Social Studies in Elementary Education, 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). Children and their World: Strategies for Teaching social studies, 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). Curriculum standards for social studies. Washington: NCSS. [4]. Massialas, Byron G. And	0%

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4	Students are able to plan and teach	Students are able to plan and	Criteria:	Presentation		Material:	0%
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5	Students are able	Students are	Criteria:	Presentation		Material:	0%
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6	Students are able	Students are	Criteria:	Presentation	Material:	0%
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7	Students are able	Students are	Critoria	Procontation	Material:	0%
'	to understand	able to	Criteria: Quality of paper	Presentation and		0%0
	Cooperative	understand	and ability to		Cooperative	
	Learning in	Cooperative	argue	Discussion	Learning in	
	Social Sciences	Learning in Social Sciences		3 X 50	Social	
	Education	Social Sciences			Sciences	
		Education			education	
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8	Students are able to connect literature in Social Sciences Education	Students are able to connect literature in Social Sciences Education	Criteria: Quality of paper and ability to argue	Presentation and Discussion 3 X 50	Material: Students are able to connect literature in Social Sciences Education Literature: [1]. Parker, Walter C. (2001). Social Studies in Elementary Education, 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). Children and their World: Strategies for Teaching social studies, 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). Curriculum standards for social studies. Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). Crucial issues in teaching social studies. USA: Wadsworth Publishing Company. [5] The Journal of Social Studies Education. Volume 1/March 2012. The International	0%
9	Students are able to understand social studies as an integrated education between social studies sections	Students are able to understand social studies as an integrated education between social studies sections	Criteria: Quality of paper and ability to argue	Presentation and Discussion 3 X 50	Social Studies Association. Material: Relationship between literature in Social Sciences Education Literature: [1]. Parker, Walter C. (2001) . Social Studies in Elementary Education, 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). Children and their World: Strategies for Teaching social studies, 6th edition. New York: Houghton Mifflin Company. [3] . NCSS. (1994). Curriculum standards for social studies. Washington:	0%

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		Social Studies
		Association.

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12	Students understand History and Social Sciences as the basis for learning Social Sciences	Students understand History and Social Sciences as the basis for learning Social Sciences	Criteria: Quality of paper and ability to argue	Presentation and Discussion 3 X 50	Material: History and Social Sciences in Social Studies Learning Library: [1]. Parker, Walter C. (2001) . Social Studies in Elementary Education, 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Maltan. (1999). Children and their World: Strategies for Teaching social studies, 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). Curriculum standards for social studies, Byron G. And Rodney F. Allen. (1996). Crucial issues in teaching social studies. USA: Wadsworth Publishing	0%
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	existing student	existing student	paper and the	Discussion		Student	
	differences	differences	ability to argue	3 X 50		Differences	
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14	Students are able	Students are	Criteria:	Presentation	Material:	0%
14	to build a social	able to build a	Quality of paper	and	Social Studies	0%0
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					Children and	
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					Education.	
					Volume	
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					International	
					Social Studies	
					Association.	
	1		1	1		

15	Students are able	Students are	Critoria	Presentation		Material:	0%
15	to assemble	able to	Criteria: Quality of paper	and		Determining	0%
	learning themes	assemble	and ability to	Discussion		Themes in	
	in social studies	learning themes	argue	3 X 50		Social	
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16			Material: Final	0%
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			Social Studies	
			Association.	

 Evaluation Percentage Recap: Case Study

 No
 Evaluation

 Percentage

0%

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.
- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- 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.