

## Universitas Negeri Surabaya Faculty of Social and Legal Sciences, Pancasila and Citizenship Education Undergraduate Study Program

Document Code

| SEMESTER FARMING PLAN |
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| Counter Central Sciences Education         ST20502090         Tel         Pell         ECTENT Sign         Distance To<br>Barlance To<br>Social Sciences Education         ST20502090         Tel         Tel         Pell         ECTENT Sign         O         July 18, 2024           AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program<br>Coordinator         Maya Musikia Karlika Sarl,<br>S.Sos, M.P.           Laming<br>onded         PLO Study program that is charged to the course         ////////////////////////////////////   | Courses   |  | CODE   |                    | Course                            | Family       |  | Cred   | lit We  | iaht  | SEMESTER  | Compilation                                       |                          |      |
|--|---|--|--|--------------------|-----------------------------------|--------------|--|--|---|---|---|---|--------------------------|------|
| Social Sciences Education         8720502030         Tr2         Pe1         ECTS=3.18         0         July 18, 2024           AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program         Study Program         Study Program         Study Program         Study Program         Study Program         Naya Musika Karika Sari, S.Sos., M.P.           Learning model         Case Studies         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course         PLO study program that is charged to the course is a mandatary faculty subject which discusses the philosophical foundations of social studies education, the history of the development of PPS in Intonesia, social studies education, the study of the development of PPS in Intonesia, social studies education, the study of the development of PPS in Intonesia, social studies education, the study of the development of PPS in Intonesia, social studies education, the study of the development of PPS in Intonesia, social studies educatin the stud  | Courses   |  |  | CODE Course Painty |                                   |              |  |  | SEMILITER   | Date  |   |   |                          |      |
| AUTHORIZATION         SP Developer         Course Cluster Coordinator         Study Program<br>Coordinator           Learning<br>model         Case Studies         Maya Mustika Karika Sari,<br>S.Sos. M.P.         Maya Mustika Karika Sari,<br>S.Sos. M.P.           Program<br>Outcomes         PLO study program that is charged to the course         Image: Course Cluster Coordinator         Maya Mustika Karika Sari,<br>S.Sos. M.P.           Program<br>Outcomes         PLO study program that is charged to the course         Image: Course Cluster Coordinator         Image: Course Cluster Coordinator           Program Objectives (PO)         PLO-PO Matrix         Image: Course Cluster Coordinator         Image: Course Cluster Coordinator         Image: Course Cluster Coordinator           Short<br>Course Description         PO         Image: Course Cluster Coordinator         Image: Course Cluster Coordinator         Image: Course Cluster Coordinator           Short<br>Course Description         PO         Matrix at the end of each learning stage (Sub-PO)         Image: Course Cluster Course Cluster Course Cluster Course Cluster Course Cluster Cluster Course Cluster Clust  | Social Sciences Education   |  |  | 8720502090         |                                   |              | T=2 P=0 ECTS=3.18  |  | 0   | July 18, 2024   |   |   |                          |      |
| Maya Musika Karika Sari,<br>S.Sos, M.P.       Learning<br>Model     Case Studies       Program<br>Outcome     PLO study program that is charged to the course       Program<br>Outcome     PLO-PO Matrix       PLO-PO Matrix     P.O       PO     PLO-PO Matrix       PO     PO       PO     PO       PO     Week       PO     PO       PO     Week       Description     This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the concept of<br>PPS, the aims and functions of social studies education, the history of the development of PPS in Indonesia, social studies education, the concept of<br>PPS, the aims and functions of social studies education, the history of the development of PPS in Indonesia, social studies education, the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches<br>interaction with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches.       Reference     Main:       Supporting     Dr. Oksiana Jatiningsh, M.Si.<br>Lisyonngah, S.P.B., M.P.B.       Supporting     Dr. Oksiana Jatiningsh, M.Si.<br>Lisyonngah, S.P.B., M.P.B.       Week     Final abilities of<br>Study Standard     Evaluation       Main     Ketarnangen Constructions of social studies Curiculum: Purposes, Problema, Social Studies Enduced and Standar Standardardardardardardardardardardardardard  | AUTHORIZATION   |  |  | SP Developer       |                                   | Course Clu   | Course Cluster Coordinator   |  |   | Study Progr<br>Coordinator  | Study Program<br>Coordinator  |   |                          |      |
| Learning<br>model       Case Studies       PLO study program that is charged to the course         Program<br>Learning<br>Outcomes       PLO study program that is charged to the course         Program Objectives (PO)       PLO-PO Matrix         PLO-PO Matrix       PO         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO matrix at the end of each learning stage (Sub-PO)         PO matrix at the end of each learning stage (Sub-PO)         This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the concept of<br>PIPS, the aims and functions of social studies education, the history of the development of PIPS in indonesia, social studies education<br>meteration with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches         References       Main :         I. Buchari Alma. 2010. Pembelajaran Studi Sosial . Bandung: Alfabeta.         S. Khorui Almadi dan Solan Anni. 2011. Mengembangkan Pembelajaran IPS Terpadu "Analisis KritisTentang Metode, Strategi,<br>Evaluasi, dan Metale Pembelajaran Bidang StudiEgerah.Geografi, Ekonomi, Sosiolgi, Antropologi, dan Isu Pembelajaran IPS<br>Terpadu". Jakata: PT-Presisis Pustakaraya         3. E. Wayne Rose, 2009, The Social Studies Curriculum: Purposes, Problems, and Possibilies. US A:<br>4. Abhany Maxim George. 2010. Dynamic Social Studies Constructives Classroom, Boston:<br>5. Allyn & Bacon. Ruty Gunawan. 2011. Pendidkan IPS Filosofi, Konsep dan Aplikasi. Bandung: Alfabeta.         Supporters: <td colspan="3"></td> <td colspan="2"></td> <td></td> <td colspan="3"></td> <td colspan="2">Maya Mustika Kartika Sari,<br/>S.Sos., M.IP.</td>   |   |  |  |                    |                                   |              |  |  |   | Maya Mustika Kartika Sari,<br>S.Sos., M.IP.   |   |   |                          |      |
| Program Objectives (PO)           Program Objectives (PO)           PLO_PO Matrix         PO           PLO_PO Matrix         PO           PO Matrix at the end of each learning stage (Sub-PO)         PO           PO         1         2         3         4         5         6         7         8         9         10         11         12         13         14         15         16           Short         PPS, the ains and functions of social studies education, the concept of social studies education, the concept of social studies education with the disciplines of thistory, economics, geography or other social scudies learning as well as studying the dynamics of human interaction with the disciplines of thistory, economics, geography or other social scudies learning as well as studying the dynamics of human interaction with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches           References         Main :         I. Buchari Alma, 2010. Pembelajaran Studi Social. Bandung: Alfabeta.         1. Buchari Alma, 2010. Pembelajaran Studi Social Studies of constructivist Classroom, Boston:         State         State         State         I. Protection with the environment. Learning epistemology of constructivist Classroom, Boston:         State         State         State         State         I. Buchari Alma, 2010. Pembelajaran Studi Social State         State         State         State         I. Protection Wathe a  | Learning<br>model   | ning Case Studies<br>el  |  |                    |                                   |              |  |  |   |   |   |   |                          |      |
| Main :       Image: Control of the contro         | Program   | 1  | PLO study pro                                  | gram               | that is cha                       | arged to the | course   |  |   |   |   |   |                          |      |
| PLO-PO Matrix         P.O.         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         Processe   | Outcome   | es   | Program Object                                 | tives              | 5 (PO)                            |              |  |  |   |   |   |   |                          |      |
| P.O         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         P.O       Veek         1       2       3       4       5       6       7       8       9       10       11       12       13       14       15       16         Short<br>Course<br>Description       This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the concept<br>and social science disciplines. The thermory of the development of PIPS in Indonesia, social studies education<br>interaction with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches         References       Main : <ul> <li>1. Buchari Alma. 2010. Pembelajaran Studi Sosial. Bandung: Alfabeta.</li> <li>2. Khoirui Ahmadi dan Sofan Amri. 2011. Mengembangkan Pembelajaran IPS Terpadu "Analisis KritisTentang Metode, Strategi,<br/>Evaluasi, dan Media Pembelajaran Studi Sosial. Bandung: Alfabeta.</li> <li>3. Khoirui Ahmadi dan Sofan Amri. 2011. Mengembangkan Pembelajaran IPS Terpadu "Analisis KritisTentang Metode, Strategi,<br/>Evaluasi, dan Media Pembelajaran Studi Social Studies for Consructivist Classroom, Boston:</li> <li>3. Aliyn &amp; Bacon. Rudy Gunawan. 2011. Penditikan IPS Flosofi, Konsep dan Aplikasi. Bandung: Alfabeta.</li> <li>5. Miyn &amp; Bacon. Rudy Gunawan. 2011. Penditikan IPS Flosofi, Konsep dan Aplikasi. Bandung: Alfabeta.</li> <li>6. Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untuk Peningkatan Keterampilan Sosial. Bandung: Alfabeta.</li> <li>6. Enok Maryan. 2011. Pengembangan Program Pembelajaran</li></ul>   | (PLO)   |  | PLO-PO Matrix                                  |                    |                                   |              |  |  |   |   |   |   |                          |      |
| PO Matrix at the end of each learning stage (Sub-PO)         Week         P.O       Week         1       2       3       4       5       6       7       8       9       10       11       12       13       14       15       16         Short<br>Course<br>Description       This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the concept of<br>PIPS, the aims and functions of social studies education, the history of the development of PIPS in Indonesia, social studies education<br>material from the disciplines of history, economics, geography or other social scueice calciplines. The relationship between social studies<br>and social scueice disciplines. Learning models and evaluation of social studies actual studies using as well as studying the dynamics of human<br>interaction with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches         Main :       1       Buchari Alma. 2010. Pembelajaran Studi Sosial. Bandung: Alfabeta.       2       4       Nonull Alma Studies and Studies general. Science: Science disciplines. The relation ship as well as science disciplines. The restal PUP to takaraya       3. E. Wayne Rose, 2009. The Social Studies Curriculum: Purposes, Problems, and Possibilities. US A:<br>4. Albhany Maxim George. 2010. Dynamic Social Studies for Constructivist Classroom, Boston:<br>5. Allyn & Bacon. Rudy Gunawan. 2011. Pendidikan IPS Filosofi, Konsep dan Aplikasi. Bandung: Alfabeta.       4. Earning<br>References         Supporters:       1       Evaluation       Ke  | P.O   |  |  |                    |                                   |              |  |  |   |   |   |   |                          |      |
| P.O       Image: The second seco         |   |  | PO Matrix at th                                | e enc              | l of each learning stage (Sub-PO) |              |  |  |   |   |   |   |                          |      |
| P.O       Image: Week       Week       Week         Short Course Description       This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the concept of PIPS, the aims and functions of social studies education, the history of the development of PIPS in indonesia, social studies education material from the disciplines of history, economics, geography or other social studies learning as well as studying the dynamics of human interaction with the environment. Learning models and evaluation of social studies learning as well as studying the dynamics of human interaction with the environment. Learning models and evaluation of social studies learning as well as studying the dynamics of human interaction with the environment. Learning models and evaluation of social studies learning as well as studying the dynamics of human interaction with the environment. Learning thevalues, dand metal and thenvite environment. Learning  |   |  |  |                    |                                   |              |  |  |   |   |   |   |                          |      |
| Image: Supporting learning given bit in the social studies of the second studies is a second studies of the second studies |   |  | 1  | P.0                |                                   |              |  | Week   |   |   |   |   |                          |      |
| Short<br>Course<br>Description         This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the instroy of the development of PIPS in Indonesia, accial studies education<br>material from the disciplines of history, economics, geography or other social science disciplines. The relationship between social studies<br>and social science disciplines, learning models and evaluation of social studies learning as well as studying the dynamics of human<br>interaction with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches           References         Main :         1         Buchari Alma. 2010. Pembelajaran Studi Sosial . Bandung: Alfabeta.         2         Khoirul Ahmadi dan Sofan Amri. 2011. Mengembangkan Pembelajaran IPS Terpadu "Analisis Kritis Tentang Metode, Strategi,<br>Evaluasi, dan Media Pembelajaran Bidang StudiSejarah,Geografi, Ekonomi, Sosiologi, Antropologi, dan Isu Pembelajaran IPS<br>Terpadu". Jakarta: PT.Prestasi Pustakaraya         3         E. Wayne Rose, 2009. The Social Studies Curriculum: Purposes, Problems, and Possibilities. US A:           Supporting<br>lecturer         Dr. Oksiana Jatiningsih, M.Si.<br>Listyaningsih, S.Pa, M.Pd.         Evaluation         Help Learning,<br>Learning methods,<br>Student Assignments,<br>[Estimated time]         Learning<br>alterning<br>References         Assessment<br>Weight (%)           Week-         Final abilities of<br>each learning<br>tage<br>(Sub-PO)         Evaluation         Offline (offline)         Online (online)         Assessment<br>Weight (%)           Indicator         Criteria & Form         Offline (offline)         Online (online)         Assessment<br>Weight (%)<  |   |  |  |                    | 1                                 | 2 3          | 4 5  | 6 7  | 8 9   | 10  | 1   | L 12  | 13 14 1                  | 5 16 |
| References       Main :       Image: Constraint of the system of                   | Short<br>Course<br>Descript   | This course is a mandatory faculty subject which discusses the philosophical foundations of social studies education, the concer-<br>PIPS, the aims and functions of social studies education, the history of the development of PIPS in Indonesia, social studies educ<br>material from the disciplines of history, economics, geography or other social science disciplines. The relationship between social st<br>and social science disciplines, learning models and evaluation of social studies learning as well as studying the dynamics of h<br>interaction with the environment. Learning epistemology was developed using expository, explanatory and exploratory approaches |  |                    |                                   |              |  |  | the concept of<br>dies education<br>social studies<br>nics of human<br>paches |   |   |   |                          |      |
| 1. Buchari Alma. 2010. Pembelajaran Studi Sosial . Bandung: Alfabeta.         2. Khoirul Ahmadi dan Sofan Amri. 2011. Mengembangkan Pembelajaran IPS Terpadu "Analisis KritisTentang Metode, Strategi, Evaluasi, dan Media Pembelajaran Bidang StudiSejarah,Geografi, Ekonomi, Sosiologi, Antropologi, dan Isu Pembelajaran IPS Terpadu". Jakarta: PT.Prestasi Pustakaraya         3. E. Wayne Rose, 2009, The Social Studies Curriculum: Purposes, Problems, and Possibilities. US A:         4. Albhany Maxim George. 2010. Dynamic Social Studies for Consructivist Classroom, Boston:         5. Allyn & Bacon. Rudy Gunawan. 2011. Pendidikan IPS Filosofi, Konsep dan Aplikasi . Bandung: Penerbit Alfabeta.         6. Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untuk Peningkatan Keterampilan Sosial. Bandung: Alfabeta.         6. Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untuk Peningkatan Keterampilan Sosial. Bandung: Alfabeta.         6. Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untuk Peningkatan Keterampilan Sosial. Bandung: Alfabeta.         6. Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untuk Peningkatan Keterampilan Sosial. Bandung: Alfabeta.         6. Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untuk Peningkatan Keterampilan Sosial. Bandung: Alfabeta.         Usegot Poly         Help Learning, Learning methods, Studemt Assignments, [Estimated time]         Istagen (Sub-PO)         Indicator Criteria & Form Offline ( offline ) Online ( online )         1         (1) (2) (3) (4) (5  | References  |  | Main :   |                    |                                   |              |  |  |   |   |   |   |                          |      |
| Indicator         Supporting<br>lecturer       Dr. Oksiana Jatiningsih, M.Si.<br>Listyaningsih, S.Pd., M.Pd.         Week-       Final abilities of<br>each learning<br>stage<br>(Sub-PO)       Evaluation       Help Learning,<br>Learning methods,<br>Student Assignments,<br>[Estimated time]       Learning<br>materials<br>[References]       Assessment<br>Weight (%)         (1)       (2)       (3)       (4)       (5)       (6)       (7)       (8)  | <ol> <li>Buchari Alma. 2010. Pembelajaran Studi Sosial . Bandung: Alfabeta.</li> <li>Khoirul Ahmadi dan Sofan Amri. 2011. Mengembangkan Pembelaja<br/>Evaluasi, dan Media Pembelajaran Bidang StudiSejarah,Geografi, E<br/>Terpadu". Jakarta: PT.Prestasi Pustakaraya</li> <li>E. Wayne Rose, 2009, The Social Studies Curriculum: Purposes, Prol</li> <li>Albhany Maxim George. 2010. Dynamic Social Studies for Consructiv</li> <li>Allyn &amp; Bacon. Rudy Gunawan. 2011. Pendidikan IPS Filosofi, Konse</li> <li>Enok Maryan. 2011. Pengembangan Program Pembelajaran IPS untu</li> </ol> |  |  |                    |                                   |              | fabeta.<br>embelajaran II<br>ografi, Ekonol<br>ses, Problems<br>nsructivist Cla<br>, Konsep dan<br>IPS untuk Per | PS Te<br>mi, Sc<br>, and<br>assroo<br>Aplika<br>ningka | erpadu<br>osiolog<br>Possil<br>om, Bo<br>asi . B<br>tan Ko                    | "Analisis Ki<br>ji, Antropolog<br>pilities. US A<br>ston:<br>andung: Pen<br>eterampilan S | itisTentang Me<br>ji, dan Isu Pen<br>erbit Alfabeta.<br>Sosial. Bandung | tode, Strategi,<br>nbelajaran IPS<br>g: Alfabeta. |                          |      |
| Supporting<br>lecturer       Dr. Oksiana Jatiningsih, M.Si.<br>Listyaningsih, S.Pd., M.Pd.         Week-<br>(Sub-PO)       Final abilities of<br>each learning<br>stage<br>(Sub-PO)       Evaluation       Help Learning<br>Learning methods,<br>Student Assignments,<br>[Estimated time]       Learning<br>materials<br>[Estimated time]       Assessment<br>Weight (%)         (1)       (2)       (3)       (4)       (5)       (6)       (7)       (8)   |   |  |  |                    |                                   |              |  |  |   |   |   |   |                          |      |
| Indicator       Criteria & Form       Offline ( offline )       Online ( online )       Learning materials [ References ]       Assessment Weight (%)         (1)       (2)       (3)       (4)       (5)       (6)       (7)       (8)  | Supporting Dr. Oksiana Jatinir  |  | inasih   | n M Si             |                                   |              |  |  |   |   |   |   |                          |      |
| Week-<br>stage<br>(Sub-PO)     Final abilities of<br>each learning<br>stage<br>(Sub-PO)     Evaluation     Help Learning,<br>Learning methods,<br>Student Assignments,<br>[Estimated time]     Learning<br>materials<br>[Estimated time]     Assessment<br>Weight (%)       (1)     (2)     (3)     (4)     (5)     (6)     (7)     (8)  | lecturer  |  | Listyaningsih, S.F                             | Pd., M             | 1.Pd.                             |              |  |  |   |   | -   | -   |                          |      |
| (1)         (2)         (3)         (4)         (5)         (6)         (7)         (8)  | Week-<br>Sta<br>(Su   |  | al abilities of<br>ch learning<br>ge<br>lb-PO) |                    | Evaluation                        |              | Form   | Help Le<br>Learning<br>Student As<br>[Estima           |   | Learning,<br>ng methods,<br>Assignments,<br>mated time]                                   |   | Learning<br>materials<br>References<br>]          | Assessment<br>Weight (%) |      |
|  | (1)   |  | (2)  |                    | (3)                               | (4)          |  |  | 5)  |   |   | (6)   | (7)                      | (8)  |

| 1 | Students can<br>understand the<br>lecture contract<br>and an overview of<br>the material.<br>Students are able<br>to explain the<br>nature of social<br>studies education | Understanding<br>the college<br>contract<br>explains the<br>general<br>overview of<br>the material.<br>Explains the<br>meaning of<br>social studies.<br>Identifies the<br>objectives of<br>social studies.<br>Explains the<br>function of<br>social studies | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score:<br>Participation Score<br>(2) × Lever Score<br>(3) « UTS Score<br>(3) divided by 10 | Constructivist<br>approach/discussion,<br>friendly questions,<br>2 X 50 lectures |  | 0% |
|---|---|---|--|--|--|----|
| 2 | Students are able<br>to differentiate<br>social studies<br>education from<br>other social<br>sciences   | Differentiate<br>social studies<br>education<br>from other<br>social<br>sciences  | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score:<br>Participation Score<br>(2) x Lever Score<br>(3) «UTS Score<br>(3) divided by 10. | Constructivist/PBL/<br>2 X 50 Assignment<br>approach                             |  | 0% |

| 3 | Students are able<br>to describe the<br>history of the<br>development of<br>IPS                     | 1. Explain the<br>history of the<br>development<br>of IPS in<br>general. 2.<br>Describe the<br>history of the<br>development<br>of IPS in<br>Indonesia   | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score:<br>Participation Score<br>(2) x Lever Score<br>(3) « UTS Score<br>(3) divided by 10. | Discussion, lecture,<br>question and answer<br>2 X 50 |  | 0% |
|---|---|--|---|---|--|----|
| 4 | Identify and<br>analyze the<br>concepts of<br>History,<br>Geography,<br>Economics, and<br>Sociology | 1. Identify the<br>basic<br>concepts of<br>history,<br>geography,<br>economics<br>and sociology<br>adopted by<br>PIPS 2.<br>Analyze the<br>basic<br>concepts of<br>history,<br>geography,<br>economics<br>and sociology<br>integrated in<br>PIPS | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score:<br>Participation Score<br>(2) x Lever Score<br>(3) divided by 10.                    | Constructivist/PBL/<br>2 X 50 Assignment<br>approach  |  | 0% |

| 5 | Students are able<br>to analyze the<br>scope of social<br>studies education<br>material in the<br>school curriculum | Analyzing the<br>Social<br>Sciences<br>Education<br>Curriculum in<br>SMP/MTs<br>according to<br>the 2013<br>Curriculum   | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score:<br>Participation Score<br>(2) × Lever Score<br>(2) × UTS Score<br>(3) divided by 10. | Constructivist/PBL/<br>2 X 50 Assignment<br>approach |  | 0% |
|---|---|--|---|--|--|----|
| 6 | Identify and<br>understand various<br>thematic/topic<br>learning models in<br>Social Sciences<br>Education          | Students are<br>able to<br>understand<br>thematic<br>learning<br>models: 1.<br>Integration<br>model based<br>on topic 2.<br>Integration<br>model based<br>on main<br>potential 3.<br>Problem-<br>based<br>integration<br>model   |   | Constructivist/PBL/<br>2 X 50 Assignment<br>approach |  | 0% |
| 7 | Students are able<br>to describe the<br>concept of<br>integrated social<br>studies learning                         | Explain the<br>meaning of<br>integrated<br>learning<br>Explain the<br>meaning of<br>integrated<br>learning<br>Identify the<br>characteristics<br>of integrated<br>learning<br>Analyze the<br>principles of<br>integrated<br>learning<br>Describe the<br>various<br>models of<br>integrated<br>learning | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score:<br>Participation Score<br>(2) × Lever Score<br>(3) & UTS Score<br>(3) divided by 1   | Discussion/Cooperative<br>Learning TPS<br>2 X 50     |  | 0% |

| 8  | MIDTERM EXAM  |   | Criteria:<br>Contains an<br>assessment rubric,<br>for example:<br>question number 1<br>has a weight of 10<br>ifquestion<br>number 2 has a<br>weight of 5<br>ifetc.<br>Assessment<br>criteria are carried<br>out by looking at<br>aspects: 1.<br>Participation:<br>carried out by<br>observing student<br>activities (weight<br>2)2. UTS: carried<br>out with an<br>assessment during<br>the middle of the<br>semester (weight<br>2)3. UAS: carried<br>out every semester<br>to measure all<br>indicators (bo bot<br>3)4. Assignment:<br>carried out on<br>each indicator<br>(weight 3) Final<br>Student Score<br>(2) x Lever Score<br>(2) x Lever Score<br>(2) x UAS Score<br>(3) divided by 10 | 2 X 50               |  | 0% |
|----|---|---|---|----------------------|--|----|
| 9  | Understanding<br>social phenomena<br>from an IPS<br>perspective | Observing<br>social<br>phenomena<br>Compiling<br>reports on<br>observation<br>results |   | Discussion<br>2 X 50 |  | 0% |
| 10 |   |   |   |                      |  | 0% |
| 11 |   |   |   |                      |  | 0% |
| 12 |   |   |   |                      |  | 0% |
| 13 |   |   |   |                      |  | 0% |
| 14 |   |   |   |                      |  | 0% |
| 15 |   |   |   |                      |  | 0% |
| 16 |   |   |   |                      |  | 0% |

Evaluation Percentage Recap: Case StudyNoEvaluationPercentage

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.
- 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 Objective (PO) are shifting the program in the PLO existence 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.