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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Social Sciences Education		8720502090		**T=2**	**P=0**	**ECTS=3.18**	0	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Maya Mustika Kartika Sari, S.Sos., M.IP.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program that 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 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 science disciplines. The relationship between social studies and social science disciplines, learning models and evaluation of social studies 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 :**	
		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.
	Supporters:	

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

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

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

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