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<tr><td rowspan="3"> UNESA</td><td rowspan="3" colspan="4">Universitas Negeri Surabaya
Faculty of Social and Legal Sciences,
Pancasila and Citizenship Education Undergraduate Study Program</td><td>Document Code</td></tr>
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UNESA	**Universitas Negeri Surabaya** **Faculty of Social and Legal Sciences,** **Pancasila and Citizenship Education Undergraduate Study Program**				

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Social Knowledge Education II	8720502097		**T=2**	**P=0**	**ECTS=3.18**	7	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 will provide an understanding of the nature, characteristics, development and scope of IPS as well as the basic concepts of IPS which include basic historical concepts; basic concepts of geography; basic economic concepts; basic concepts of sociology; basic concepts of anthropology; integrated learning models in Social Sciences Education; developing integrated social studies learning tools for SMP/MTs level. The assessment is carried out through an explanation of the nature of IPS and the scope and scope of IPS. Giving assignments and discussions about social studies concepts. The study activity ended with an assignment for students to produce a product in the form of a Social Studies Learning Tool for Junior High Schools (SMP/MTs).

References	**Main :**	

1. Abdul Azis Wahab.2007. Metode dan Model-Model Mengajar IPS . Bandung : Alfabeta
2. Fogarty R. 1991. The Mindful School: How to Integrate the Curricula . Palatine, Illiois:IRI/Skylight Publishing. Inc.
3. James J. Zarrillo. 2004. Teaching Elemtery Social Studies, Principles and Application. Ohio, Columbus, Pearson Prentice Hall
4. Marsh, Colin. 2005. Teaching Studies of Society and Environment . Australia. Pearson Education.
5. Sumantri, Numan, Muhammad. 2001. Menggagas Pembaharuan Pendidikan IPS . Bandung; Rosda
6. Supardan, Dadang. 2009. Pengantar Ilmu Sosial. Jakarta: Bumi Aksara
7. Trianto. 2007. Model Pembelajaran Terpadu dalam Teori dan Praktek. Jakarta : Prestasi Pustaka Publisher.
8. Peraturan Menteri Pendidikan dan Kebudayaan. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 20 tahun 2016 tentang Standar Kelulusan. Jakarta: Departemen Pendidikan Nasional
9. Peraturan Menteri Pendidikan dan Kebudayaan. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 tahun 2016 tentang Standar Isi. Jakarta: Departemen Pendidikan Nasional
10. Peraturan Menteri Pendidikan dan Kebudayaan. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 22 tahun 2016 tentang Standar Proses. Jakarta: Departemen Pendidikan Nasional
11. Peraturan Menteri Pendidikan dan Kebudayaan. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 tahun 2016 tentang Standar Penilaian. Jakarta: Departemen Pendidikan Nasional
12. Peraturan Menteri Pendidikan dan Kebudayaan. 2016. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 tahun 2016 tentang Kompetensi Inti dan Kompetensi Dasar. Jakarta: Departemen Pendidikan Nasional

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 course contract and an overview of the material	Understanding the college contract Explains a general overview of the material	**Criteria:** rubric	Brainstorming talk questions and answers 2 X 50			0%
2	Students are able to describe the concept of integrated social studies learning	1.Explain the meaning of integrated learning 2.Explain the meaning of integrated learning 3.Identify the characteristics of integrated learning 4.Analyzing the principles of integrated learning 5.Describe the various integrated learning models		discussion questions and answers 2 X 50			0%
3	Examining KI and KD IPS SMP	compiling indicators formulating learning objectives		Cooperative learning discussion questions and answers 2 X 50			0%
4	Able to design integrated social studies learning	Describe the scientific approach in learning social studies. Develop a social studies syllabus		Discussion and individual/group work 2 X 50			0%
5	Able to prepare IPS lesson plans	Prepare IPS lesson plans	**Criteria:** Assessment rubric	Discussion Cooperative learning 2 X 50			0%
6	Able to compile social studies teaching materials	1.Identifying material according to basic competencies 2.Preparing social studies teaching materials		discussion questions and answers 2 X 50			0%
7	Able to develop IPS media	Identify various types of learning media Develop social studies learning tools and media in accordance with learning strategies and materials	**Criteria:** Media assessment rubric	discussion questions and answers 2 X 50			0%
8	Sub Summative Exam	Prepare lesson plans appropriately	**Criteria:** RPP assessment rubric	Assignment 2 X 50			0%
9	Able to prepare IPS Student Worksheets (LKPD).	Explain the criteria for Student Worksheets (LKPD) for Preparing IPS LKPD		discussion questions and answers 2 X 50			0%
10	Students are able to develop assessment instruments	Develop learning assessment instruments in accordance with learning outcome indicators	**Criteria:** Assessment rubric	discussion, assignment 2 X 50			0%

No	Sub-PO	Learning materials	Assessment	TM	PT	BM	Weight
11	Implementing learning tools in simulations and peer teaching	Implementing learning tools through teaching practice	**Criteria:** learning assessment rubric	Practice 2 X 50			0%
12	Implementing learning tools in simulations and peer teaching	Implementing learning tools through teaching practice	**Criteria:** learning assessment rubric	Practice 2 X 50			0%
13	Implementing learning tools in simulations and peer teaching	Implementing learning tools through teaching practice	**Criteria:** learning assessment rubric	Practice 2 X 50			0%
14	Implementing learning tools in simulations and peer teaching	Implementing learning tools through teaching practice	**Criteria:** learning assessment rubric	Practice 2 X 50			0%
15	Implementing learning tools in simulations and peer teaching	Implementing learning tools through teaching practice	**Criteria:** learning assessment rubric	Practice 2 X 50			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.