



Universitas Negeri Surabaya
Faculty of Education,
Bachelor of Primary School Teacher Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Elementary Civics Learning	8620603084		T=3	P=0	ECTS=4.77	5	July 17, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																											
			Putri Rachmadyanti, S.Pd., M.Pd.																																											
Learning model	Project Based Learning																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		P.O																																															
Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Abdul, Azis Wahab. 1997. Pendidikan Pancasila dan Kewarganegaraan (PPKn). Jakarta: BP3 SD Diknas 2. Permendiknas No. 22 Tahun 2005 Tentang Standar Isi Mata Pelajaran 3. Ruminati. 2007. Pengembangan Pendidikan Kewarganegaraan SD. Jakarta: Ditjen Dikti Depdiknas. 4. Fadillah, M. 2014. Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/MTs, & SMA/MA. Yogyakarta: Ar Ruzz Media 5. Sani, Ridwan Abdullah. 2014. Pembelajaran Saintifik untuk Implementasi Kurikulum 2013. Jakarta: PT Bumi Aksara Supporters:																																																
Supporting lecturer	Hendrik Pandu Paksi, S.Pd., M.Pd. Helda Kusuma Wardani, S.Pd., M.Pd. Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd. Vicky Dwi Wicaksono, S.Pd., M.Pd. Putri Rachmadyanti, 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 know information about Civics learning courses in elementary school and course learning outcomes	1. Students understand the description of MK2. students understand CP MK3. students understand the lecture contract 4. Students understand the lecture system, assignments and assessment system	Criteria: 1.Maximum attendance score 60 2.Maximum participation score 40	Lecture question answer Discussion 3 X 50			0%
2	Students know the purpose of Civics subjects in elementary school	After the lecture, students will be able to: 1. explains the reasons why PPKn is included in the SD2 curriculum. explain the objectives of Civics subjects at SD3. explains the final competency of elementary PPKn lessons	Criteria: 1.Maximum attendance score 60 2.Maximum participation score 40	Lectures Questions and Answers Discussion 3 X 50			0%
3	Students understand the curriculum map for Civics subjects used in elementary schools	1.After lectures, students will be able to: Understand the curriculum used in elementary schools 2.Know the scope of SD PPKn material 3.Map PPKn material at each level of elementary school education	Criteria: 1.Maximum attendance score 60 2.Maximum participation score 40	Jigsaw type cooperative Literature study Questions and answers 3 X 50			0%
4	Students know and understand the characteristics of early grade elementary school PPKn learning	1.After the lecture, students are able to: Know the characteristics of early grade elementary school students 2.Know the characteristics of early grade elementary school Civics PPKn material 3.Combining material characteristics and student characteristics by considering children's learning styles	Criteria: 1.Maximum attendance score 60 2.Maximum participation score 40	Varied lectures Questions and Answers discussions 3 X 50			0%

5	Students know and understand the characteristics of advanced elementary school PPKn learning	<ol style="list-style-type: none"> 1. After the lecture, students are able to: Know the characteristics of advanced elementary school students 2. Know the characteristics of advanced elementary school PPKn material 3. Combining material characteristics and student characteristics by considering children's learning styles 	Criteria: <ol style="list-style-type: none"> 1. Maximum attendance score 60 2. Maximum participation score 40 	Varied lectures Questions and Answers discussions 3 X 50			0%
6	Students are able to prepare Primary School Civics Learning Tools properly and correctly according to the curriculum used	<ol style="list-style-type: none"> 1. After the lecture, students will be able to: Create a syllabus for elementary school Civics subjects 2. Creating an Elementary Civics Learning Plan 3. Preparing elementary PPKn teaching materials 4. Creating good Civics learning media 5. Create Civics Worksheets that suit the characteristics of elementary school students 	Criteria: <ol style="list-style-type: none"> 1. Maximum attendance score 60 2. Maximum participation score 40 3. Maximum performance assessment score 4. Timeliness 20 Quality of assignment content 40 Quality of presentation 40 	3 X 50 Assignment Discussion			0%
7	Students are able to prepare a good Primary School PPKn Learning Evaluation referring to the learning objectives to be achieved	After lectures, students will be able to: <ol style="list-style-type: none"> 1. Know the types of evaluation that are suitable for PPKn subjects in elementary school 2. Make an evaluation grid based on the scope of PPKn material in elementary school 3. Make good PPKn evaluation items 4. Make evaluation assessment guidelines 5. Process evaluation results and present data 	Criteria: <ol style="list-style-type: none"> 1. Maximum attendance score 60 2. Maximum participation score 40 3. Maximum performance assessment score 4. a. Timeliness 20 5. b. Quality of assignment content 40 6. c. Quality of presentation 40 	3 X 50 Assignment Discussion			0%

8	Students are able to achieve half of the required course achievements	After implementing USS, students will be able to: 1. know the objectives of PPKn learning in elementary school 2. know the curriculum map for PPKn subjects in elementary school 3. master the characteristics of PPKn learning in primary and advanced grades 4. create elementary PPKn learning tools 5. design tools evaluation of elementary school Civics learning	Criteria: Maximum Score 100	Sub Summative Exam 3 X 50			0%
9	Students are able to model and practice examples of Grade 1 Elementary School Civics learning in the form of simulations	1.After the lecture, students are able to give examples of good and correct grade 1 PPKn elementary school learning plans according to the curriculum 2.give an example of how to teach Grade 1 Elementary School Civics according to the teacher's basic teaching skills 3.give an example of how to evaluate learning outcomes	Criteria: 1.Maximum attendance score 60 2.Maximum participation score 40 3.Maximum performance assessment score 4.a. Timeliness 20 5.b. Quality of assignment content 40 6.c. Quality of presentation 40	Contextual Teaching Learning Role Playing 3 X 50			0%
10	Students are able to model and practice examples of grade 2 elementary school PPKn learning in the form of simulations	1.After the lecture, students are able to provide examples of good and correct grade 2 Elementary Civics PPKn learning plans according to the curriculum 2.give an example of how to teach Grade 2 Elementary School Civics according to the teacher's basic teaching skills 3.give an example of how to evaluate learning outcomes	Criteria: 1.Maximum attendance score 60 2.Maximum participation score 40 3.Maximum performance assessment score 4.a. Timeliness 20 5.b. Quality of assignment content 40 6.c. Quality of presentation 40	Contextual Teaching Learning Role Playing 3 X 50			0%

11	Students are able to model and practice examples of Grade 3 Elementary Civics PPKn learning in the form of simulations	<p>1.After the lecture, students are able to provide examples of good and correct grade 3 Elementary Civics PPKn learning plans according to the curriculum</p> <p>2.gives an example of how to teach Grade 3 Elementary School Civics according to the teacher's basic teaching skills</p> <p>3.give an example of how to evaluate learning outcomes</p>	<p>Criteria:</p> <p>1.Maximum attendance score 60</p> <p>2.Maximum participation score 40</p> <p>3.Maximum performance assessment score</p> <p>4.a. Timeliness 20</p> <p>5.b. Quality of assignment content 40</p> <p>6.c. Quality of presentation 40</p>	Contextual Teaching Learning Role Playing 3 X 50			0%
12	Students are able to model and practice examples of grade 4 elementary school PPKn learning in the form of simulations	<p>1.After the lecture, students are able to give examples of good and correct 4th grade Elementary Civics PPKn learning plans according to the curriculum</p> <p>2.give an example of how to teach grade 4 elementary school civics according to the teacher's basic teaching skills</p> <p>3.give an example of how to evaluate learning outcomes</p>	<p>Criteria:</p> <p>1.Maximum attendance score 60</p> <p>2.Maximum participation score 40</p> <p>3.Maximum performance assessment score</p> <p>4.a. Timeliness 20</p> <p>5.b. Quality of assignment content 40</p> <p>6.c. Quality of presentation 40</p>	Contextual Teaching Learning Role Playing 3 X 50			0%

13	Students are able to model and practice examples of grade 5 elementary school PPKn learning in the form of simulations	<ol style="list-style-type: none"> 1.After the lecture, students are able to provide examples of good and correct grade 5 Elementary Civics PPKn learning plans according to the curriculum 2.gives an example of how to teach Grade 5 Elementary School Civics according to the teacher's basic teaching skills 3.give an example of how to evaluate learning outcomes 	Criteria: <ol style="list-style-type: none"> 1.Maximum attendance score 60 2.Maximum participation score 40 3.Maximum performance assessment score 4.a. Timeliness 20 5.b. Quality of assignment content 40 6.c. Quality of presentation 40 	Contextual Teaching Learning Role Playing 3 X 50			0%
14	Students are able to model and practice examples of grade 6 elementary school PPKn learning in the form of simulations	<ol style="list-style-type: none"> 1.After the lecture, students are able to provide examples of good and correct grade 6 Elementary Civics PPKn learning plans according to the curriculum 2.gives an example of how to teach Grade 6 Elementary School Civics according to the teacher's basic teaching skills 3.give an example of how to evaluate learning outcomes 	Criteria: <ol style="list-style-type: none"> 1.Maximum attendance score 60 2.Maximum participation score 40 3.Maximum performance assessment score 4.a. Timeliness 20 5.b. Quality of assignment content 40 6.c. Quality of presentation 40 	Contextual Teaching Learning Role Playing 3 X 50			0%
15	Students are able to analyze elementary PPKn learning problems and make Class Action plans according to the problems that arise	<ol style="list-style-type: none"> 1.After the lecture, students are able to: create a mapping of elementary school PPKn learning problems 2.Look for factors that cause problems 3.create an action plan to resolve the problem 	Criteria: <ol style="list-style-type: none"> 1.Maximum attendance score 60 2.Maximum participation score 40 3.Maximum performance assessment score 4.a. Timeliness 20 5.b. Quality of assignment content 40 6.c. Quality of presentation 40 	Problem Based Learning / Problem Solving Case Study Discussion 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
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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.