| | Universitas Negeri Surabaya<br>Faculty of Education,<br>Bachelor of Primary School Teacher Education Study Program | | Document Code | |
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## SEMESTER LEARNING PLAN

| Courses | | CODE | Course Family | | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|---|---|
| Development of Elementary Social Sciences Dimensions | | 8620603206 | | | T=3 | P=0 | ECTS=4.77 | 2 | February 9, 2024 |
| **AUTHORIZATION** | | **SP Developer** | | **Course Cluster Coordinator** | | | **Study Program Coordinator** | | |
| | | Putri Rachmadyanti, S.Pd., M.Pd. ; Ganes Gunansyah, S.Pd., M.Pd. ; Dr. Durrotun Nafisah, S.Pd., M.Pd. ; Ricky Setiawan, S.Pd.SD., M.Ed. | | Putri Rachmadyanti, S.Pd., M.Pd. | | | Putri Rachmadyanti, S.Pd., M.Pd. | | |

| Learning model | Case Studies |
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| **Program Learning Outcomes (PLO)** | **PLO study program that is charged to the course** |
| | **Program Objectives (PO)** |
| | **PLO-PO Matrix** |

| | P.O |
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| | **PO Matrix at the end of each learning stage (Sub-PO)** |
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| | P.O | Week | | | | | | | | | | | | | | | |
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| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

| Short Course Description | Elementary social studies education is a course that provides PGSD students with an understanding of social studies as an educational program. This course covers the essence and characteristics of social studies education, the position and role of social sciences in social studies learning, basic competency content, social studies learning materials and themes, dimensions of social studies learning (knowledge, skills and attitudes), elementary school social studies learning process standards, utilization social studies learning media and resources, preparation of elementary social studies learning assessment tools. This course is designed with a project-oriented and activity-based learning nuance, developing thinking skills (High Order Thinking Skills), producing products/work as well as through expository, question and answer, discussion, CTL, inquiry, group investigation, and problem-solving oriented activities. After attending this lecture, students are expected to have knowledge and skills in developing a social studies curriculum and learning at the Basic Education (SD/MI) level. |
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| References | **Main :** |
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2. Bank, James A. (1990). TeachingStrategies for The Social Studies-Inquiry, Valuing, and Decision Making . Longman New York and London
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4. Farris , Pamela J. 2015. Elementary and Middle School Social Studies : An Interdisciplinary, Multicultural Approach. Waveland Press
5. Goodman, J., & Adler, S. (1985). Becoming an elementary social studies teacher: A study of perspectives. Theory & Research in Social Education , 13 (2), 1-20.
6. Lif Khoiru Ahmadi. Pemegmbangkan Pembelajaran IPSTerpadu.
7. N. Supriatna, S. Mulyani, danA.Rokhayati. (2007). Pendidikan IPS di SD. BahanBelajarMandiriUniversitasPendidikan Indonesia. UPI Press Bandung.
8. Sapriya. 2017.Pendidikan IPS dan Pembelajaran .Bandung: RemajaRosdakarya
9. Skeel, Dorothy J. (1995). Elementery Social Studies-Challenges for Tomorrow's World . Harcourt Brace College Publishers
10. . Susanto, Ahmad. 2014 Pengembangan Pembelajaran IPS SD. Jakarta: Kencana.
11. . Taba, H. (1967). Teachers handbook for elementary social studies.
12. . Zhao, Y., & Hoge, J. D. (2005). What elementary students and teachers say about social studies. The social studies , 96 (5), 216-221.
13. . Boyle-Baise, M., Hsu, M. C., Johnson, S., Serriere, S. C., & Stewart, D. (2008). Putting reading first: Teaching social studies in elementary classrooms. Theory & Research in Social Education , 36 (3), 233-255
14. . Woolever, R and Scott, K.P. (1988). ActiveLearning in Social studies-Promoting Cognitive and Social Growth . Scott, Foresman and Company Boston London.

| | **Supporters:** |
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| Supporting lecturer | Ganes Gunansyah, S.Pd., M.Pd.<br>Ricky Setiawan, S.Pd.SD., M.Ed.<br>Putri Rachmadyanti, S.Pd., M.Pd.<br>Dr. Durrotun Nafisah, S.Pd., M.Pd. |
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| Week- | Final abilities of each learning stage (Sub-PO) | Evaluation | | Help Learning, Learning methods, Student Assignments, [ Estimated time] | | Learning materials [ References ] | Assessment Weight (%) |
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| | | Indicator | Criteria & Form | Offline ( *offline* ) | Online ( *online* ) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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| 1 | describe the nature of social studies and its contribution to elementary school learning | - Explain the meaning of social studies education - Identify the objectives of social studies education in elementary school - Contribution of social studies in elementary school | **Form of Assessment** : Participatory Activities | Brainstorming, expository, question and answer, assignment 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, presence attendance, Google Form/bitly, Learning Management System (LMS). | **Material:** the nature of social studies and its contribution to learning at SD **Pustaka:** . Susanto, Ahmad. 2014 Development of Elementary School Social Sciences Learning. Jakarta: Kencana. | 5% |
| 2 | Identifying the content of basic social studies competencies in the elementary school curriculum structure | - Explaining the meaning of social studies education - Identifying the objectives of social studies education in elementary school - Contribution of social studies in elementary school - Identifying the basic competency content of social studies in elementary school - Analyzing efforts to achieve elementary social studies competency content | **Criteria:** Knowledge assessment (understanding), skills assessment (critical thinking) **Form of Assessment** : Participatory Activities | Expository, question and answer, discussion, assignment 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, presence attendance, Google Form/bitly, Learning Management System (LMS). | **Material:** basic competency content or social studies learning outcomes in the elementary school curriculum structure. **Reader:** Bisland, Beverly Milner. (2009). Two Traditions in the Social Studies Curriculum for the Elementary Grades: The Textbooks of Paul R. Hanna and Harold O. Rugg. Journal of Social Studies Research 33.2 (Fall 2009): 155-196. http://search.proquest.com/.... | 5% |
| 3 | Analyzing material content and task analysis based on Elementary Social Sciences Basic Competencies | - Analyzing the content of basic social science competencies based on task analysis - Analyzing the content of basic social science competencies based on material analysis Grouping the content of basic social science competencies based on material type | **Form of Assessment** : Participatory Activities | Simulation, presentation, question and answer, discussion, inquiry 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, presence attendance, Google Form/bitly, Learning Management System (LMS). | **Material:** elementary school social studies learning materials **Library:** Sapriya. 2017. Social Sciences Education and Learning. Bandung: TeenRosdakarya | 5% |
| 4 | analyze the relevance of social studies learning materials and themes (between NCSS and K-13) | - Analyzing the depth of social studies material in elementary school - Analyzing the breadth of social studies material in elementary school Organizing social studies learning themes in elementary school (K-13 and NCSS connection) | **Form of Assessment** : Participatory Activities | Expository, inquiry, question and answer, discussion 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** social studies learning materials at elementary school **Library:** Sapriya. 2017. Social Sciences Education and Learning. Bandung: TeenRosdakarya | 5% |
| 5 | Analyzing the dimensions of knowledge in IPS includes facts; draft; and generalization | - Identify aspects of fact material in elementary social studies education - Identify aspects of concept material in elementary social studies education - Identify aspects of principle material in elementary social studies education | **Form of Assessment** : Participatory Activities | Expository, simulation, question and answer, discussion, presentation 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** Dimensions of knowledge in social studies **Literature:** . Susanto, Ahmad. 2014 Development of Elementary School Social Sciences Learning. Jakarta: Kencana. | 5% |
| 6 | analyze the dimensions of skills in IPS | - Identifying types of social studies skills in elementary school - Explaining the characteristics of skills in social studies in elementary school Concluding the implications of skill dimensions in social studies learning in elementary school | **Form of Assessment** : Participatory Activities | Expository, simulation, question and answer, discussion, presentation 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** dimensions of skills in elementary social studies **Library:** . Susanto, Ahmad. 2014 Development of Elementary School Social Sciences Learning. Jakarta: Kencana. | 5% |

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| 7 | Analyze the dimensions of values and attitudes in IPS | - Explaining the nature of teaching values in social studies learning in elementary schools - Explaining the urgency of teaching values in social studies learning in elementary schools Concluding the implications of teaching values in social studies learning in elementary schools | **Criteria:** Knowledge assessment (understanding), skills assessment (critical thinking) **Form of Assessment** : Participatory Activities | Expository, simulation, question and answer, discussion, presentation, assignment 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** dimensions of values and attitudes in elementary social studies **Library:** . Susanto, Ahmad. 2014 Development of Elementary School Social Sciences Learning. Jakarta: Kencana. | 5% |
| 8 | MIDTERM EXAM | Students' understanding regarding the dimensions of elementary social studies development | **Criteria:** Knowledge assessment (understanding), skills assessment (critical thinking) **Form of Assessment** : Test | 3 X 50 | Through the use of various digital media platforms in working on UTS | **Material:** Development of Elementary Social Sciences Dimensions **References:** . Susanto, Ahmad. 2014 Development of Elementary School Social Sciences Learning. Jakarta: Kencana. | 10% |
| 9 | understand the process standards in elementary social studies learning through problem-based activities in elementary social studies | - Explaining the application of process standards in elementary social studies learning - Formulating the application of social inquiry, discovery and problem solving learning models in elementary social studies learning - Concluding the implications of applying process standards to social studies learning in elementary schools | **Criteria:** Knowledge assessment (understanding), skills assessment (critical thinking) **Form of Assessment** : Participatory Activities | Expository, observation, inquiry, question and answer, discussion 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** process standards in elementary school social studies **library:** . Taba, H. (1967). Teachers handbook for elementary social studies. | 5% |
| 10 | identify objects/events that can be used as media and resources for social studies learning in elementary schools | - Identifying objects or events as media and learning resources for elementary social studies Designing the use of objects/events as media and learning resources for elementary social studies | **Form of Assessment** : Participatory Activities | Expository, observation, question and answer, discussion, presentation 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** social studies learning media and resources in elementary school **Library:** . Taba, H. (1967). Teachers handbook for elementary social studies. **Material:** social studies learning media and resources in elementary school **Library:** . Taba, H. (1967). Teachers handbook for elementary social studies. | 5% |
| 11 | create an assessment tool in the form of elementary social studies questions based on Bloom's taxonomy | - Explain the indicators for each level of Bloom's taxonomy. Design the preparation of elementary social studies questions as a measurement tool in elementary social studies learning | **Criteria:** Knowledge assessment (understanding), skills assessment (critical thinking) **Form of Assessment** : Participatory Activities | Expository, simulation, question and answer, discussion, assignment 3 X 50 | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** evaluation of elementary school social studies learning based on Bloom's taxonomy. **Library:** . Taba, H. (1967). Teachers handbook for elementary social studies. | 5% |
| 12 | Project Assignment Presentation: Development of Social Sciences Dimensions in Learning in Elementary Schools Product: Scenario/learning design (Materials, Learning Activities, Media, Evaluation) | - Development of Map Reading Skills Learning - Development of Social Studies Literacy Learning - Values/character based Social Sciences Learning Development Development of Time and Chronology Skills Learning | **Form of Assessment** : Project Results Assessment / Product Assessment | 3 X 50 discussion | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** Development of Social Sciences Dimensions in Learning in Elementary Schools **Library:** Lif Khoiru Ahmadi. Developing Integrated Social Sciences Learning. | 8% |

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| 13 | Project Assignment Presentation: Development of Social Sciences Dimensions in Learning in Elementary Schools Product: Scenario/learning design (Materials, Learning Activities, Media, Evaluation) | - Developing Map Reading Skills Learning - Developing Social Studies Literacy Learning - Developing Values/character based Social Studies Learning - Developing Time and Chronology | **Form of Assessment** : Project Results Assessment / Product Assessment | 3 X 50 discussion | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** Development of Social Sciences Dimensions in Learning in Elementary Schools **Library:** *Lif Khoiru Ahmadi. Developing Integrated Social Sciences Learning.* | 7% |
| 14 | Project Assignment Presentation: Development of Social Sciences Dimensions in Learning in Elementary Schools Product: Scenario/learning design (Materials, Learning Activities, Media, Evaluation) | - Developing Map Reading Skills Learning - Developing Social Studies Literacy Learning - Developing Values/Character based Social Studies Learning - Developing Time and Chronology Learning | **Form of Assessment** : Project Results Assessment / Product Assessment | 3 X 50 discussion | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** Development of Social Sciences Dimensions in Learning in Elementary Schools **Library:** *Lif Khoiru Ahmadi. Developing Integrated Social Sciences Learning.* | 8% |
| 15 | Project Assignment Presentation: Development of Social Sciences Dimensions in Learning in Elementary Schools Product: Scenario/learning design (Materials, Learning Activities, Media, Evaluation) | - Development of Map Reading Skills Learning - Development of Social Studies Literacy Learning - Development of Values/Character based Social Sciences Learning - Time and Chronology Development | **Form of Assessment** : Project Results Assessment / Product Assessment | 3 X 50 discussion | Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS) | **Material:** Development of Elementary School Social Sciences Learning Dimensions **Reader:** *Lif Khoiru Ahmadi. Developing Integrated Social Sciences Learning.* | 7% |
| 16 | FINAL EXAMS | analysis of the development of social studies learning dimensions based on case studies in elementary schools | **Form of Assessment** : Project Results Assessment / Product Assessment | collection of projects resulting from analysis of IPS development based on case studies at SD 3 X 50 | collection of projects resulting from analysis of IPS development based on case studies in elementary schools | **Material:** Case study regarding the dimensions of SD IPS development. **Library:** *N. Supriatna, S. Mulyani, and A. Rokhayati. (2007). Social studies education in elementary school. Independent Study MaterialsUniversityIndonesian Education. UPI Press Bandung.* | 10% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
|---|---|---|
| 1. | Participatory Activities | 50% |
| 2. | Project Results Assessment / Product Assessment | 40% |
| 3. | Test | 10% |
| | | 100% |

**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.