



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																																											
Basic Concepts of Ips	8620603042		T=3 P=0 ECTS=4.77	1	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
		Putri Rachmadyanti, S.Pd., M.Pd.																																											
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)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 10%;"></td> <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>															Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	<p>This Elementary Social Sciences Basic Concepts course is a course that provides PGSD students with an understanding of the basic concepts of Social Sciences as a basis for study whose material comes from human life in society, whose aspects include geography, sociology, anthropology, economics, history, politics, skills, and values. This course covers the substance of the field of social studies studies, understanding the essence of concepts and the process of their formation, coverage of basic concepts in geography, sociology, anthropology, economics, history. This course is designed through activity-based learning, produces products and is able to develop thinking skills through inquiry activities, group investigations, focused discussions, problem-solving oriented. After attending this lecture, students are expected to have the knowledge and skills to understand the essential concepts of social science disciplines to be developed in the social studies curriculum and learning at the Basic Education (SD/MI) level.</p>																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. p> 2. Tellez, Kip. (2013). Teaching Fact, Skills, Concepts, and Morals: What the Difference (http://people.ucsc.edu/~ktellez/facts-skills-con.html). Diakses 27November 2013 3. Bank, James A. (1990). <i>Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making</i> . Longman New York and London 4. Skeel, Dorothy J. (1995). <i>Elementary Social Studies-Challenges for Tomorrow 19s World</i> . Harcourt Brace College Publishers 5. Woolever, R and Scott, K.P. (1988). <i>Active Learning in Social studies-Promoting Cognitive and Social Growth</i> . Scott, Foresman and Company Boston London. 6. Bisland, Beverly Milner. (2009). <i>Two Traditions in the Social Studies Curriculum for the Elementary Grades: The Textbooks of Paul R. Hanna and Harold O. Rugg</i> . Journal of Social Studies Research 33.2 (Fall 2009): 155-196. http://search.proquest.com. Diunduh tanggal 31 Agustus 2013 7. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/c3 8. The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, <i>Expectations of Excellence: Curriculum Standards for Social Studies</i> (Washington, D.C.: NCSS, 1994): 9. (www.socialstudies.org) diunduh 7 Januari 2014 pukul 10.00 WIB 10. Somantri, Nu 19man. (2001). <i>Menggagas Pembaharuan Pendidikan IPS</i> . Bandung: Rosda 11. Sumaatmadja, Nursid.(2005). <i>Konsep Dasar IPS</i> . Jakarta: Pusat Penerbitan Universitas Terbuka. 12. . Udin.S. Winataputra. (2002). <i>Materi Pembelajaran IPS SD</i> . Puat Penerbitan Universitas Terbuka. 13. . Gunansyah, Ganes. (2015). <i>Konsep-konsep Dasar Ilmu-ilmu Sosial</i>. Zifatama Publisher 																																															
	Supporters:																																															
Supporting lecturer	Ganes Gunansyah, 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	Able to understand the meaning of concepts, characteristics of concepts, and the relationship between facts and concepts	<ol style="list-style-type: none"> 1.Explain the meaning of the concept 2.Identify the characteristics of the concept 3.Formulate the relationship between facts and concepts 	Criteria: conformity with the assessment rubric	Expository, simulation, question and answer, discussion, assignment 3 X 50			0%
2	Able to analyze concept formation procedures	<ol style="list-style-type: none"> 1.concept formation procedure 2.Analyze the stages of concept formation 3.Organizing all stages of concept formation 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
3	Able to analyze the structure, concepts and procedures for forming essential concepts of sociology	<ol style="list-style-type: none"> 1.Explain the perspective of sociological studies 2.List the essential concepts of sociology 3.Identify abstract concepts and concrete concepts of sociology 4.Reconstruct 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment 3 X 50			0%
4	Able to analyze the structure, concepts and procedures for forming essential economic concepts	<ol style="list-style-type: none"> 1.Explain the perspective of economic studies 2.Analyze economic problems 3.List the essential concepts of economics 4.Identify abstract concepts and concrete economic concepts 5.Reconstructing the relationship between facts and essential concepts 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%

5	Able to analyze the structure, concepts and procedures for forming essential historical concepts	<ol style="list-style-type: none"> 1.Explain the meaning of history 2.Analyze historical problems 3.List the essential concepts of history 4.Identify abstract concepts and concrete historical concepts 5.Reconstructing the relationship between facts and essential historical concepts 6.Summarizing the role of concepts 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
6	Able to analyze the structure, concepts and procedures for forming essential geographic concepts	<ol style="list-style-type: none"> 1.Explain the meaning of geography 2.Analyze geographic problems 3.List the essential concepts of geography 4.Identify abstract concepts and concrete concepts of geography 5.Reconstructing the relationship between facts and essential historical concepts 6.Concludes the role of geographic concepts in 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
7	Able to analyze the structure, concepts and procedures for forming essential anthropological concepts	<ol style="list-style-type: none"> 1.Explain the meaning of anthropology 2.Analyze anthropological problems 3.List the essential concepts of anthropology 4.Identify abstract concepts and concrete concepts of anthropology 5.Reconstructing the relationship between facts and essential concepts of anthropology 6.Concluding the role of anthropological concepts in social studies learning 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
8	Midterm Evaluation			3 X 50			0%

9	Able to explain Indonesian human activities in the dynamics of interaction with the natural, social, cultural and economic environment as well as their participation in overcoming environmental problems	<ol style="list-style-type: none"> 1.Explain the meaning of the dynamics of human activity interaction 2.Analyze human interactions with the natural, social, cultural and economic environment 3.Identify forms of participation in overcoming environmental problems 4.Analyze the essential concepts supporting the social science perspective 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
10	Able to explain cultural, economic, political institutions in society as well as the forms and nature of dynamic interactions with the natural, social, cultural and economic environment	<ol style="list-style-type: none"> 1.Explain the meaning of cultural, economic, political institutions 2.Identify the dynamic forms of interaction between the natural, social, cultural and economic environments 3.Identifying the dynamic nature of interactions between the natural, social, cultural and economic environments 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
11	Able to explain activities and changes in human life in space, connectivity between spaces and time as well as sustainability in social, economic, educational and cultural life within the national scope	<ol style="list-style-type: none"> 1.Explain the various types of human activities and changes in space 2.Analyzing connectivity between spaces 3.Analyze the relationship between time and sustainability in social, economic, educational and national cultural life 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment 3 X 50			0%

12	Able to explain time with all its changes and figures during the colonial period and the national movement as well as the behavior of love for the homeland in national and state life as an embodiment of a sense of nationalism	<ol style="list-style-type: none"> 1. defines the concept of time and all its changes 2. Identify figures from the colonial period and the national movement 3. Identifying behavior of patriotism in life 4. Conclude the benefits of nationalism for national and state life 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
13	explain the causes and effects of changes in Indonesian society from the period of the independence movement to the beginning of reforms in political, national and state life	<ol style="list-style-type: none"> 1. Identifying the causes and effects of changes in society during the independence movement 2. Identifying the causes and effects of changes in society during the early days of reform 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%
14	explain the preservation of the physical, cultural and valuable heritage of society	<ol style="list-style-type: none"> 1. Explain examples of forms of physical environmental conservation 2. Explain examples of forms of cultural environmental preservation 3. Explain examples of environmental preservation of valuable community heritage 4. Identify the benefits of preserving the physical, cultural and heritage environment 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 X 50			0%

15	Explains changes in economic, cultural and political geographical aspects	<ol style="list-style-type: none"> 1. Identify examples of changes in geographic aspects 2. Identify examples of changes in economic aspects 3. Identify examples of changes in cultural aspects 4. Identify examples of changes in political aspects 5. Summarize the implications of changes in geographical, economic, cultural and political aspects 	Criteria: conformity with the assessment rubric	Expository, demonstration, question and answer, discussion, assignment, 3 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.