



**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
Primary Science Education	8620604099		T=4 P=0 ECTS=6.36	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Putri Rachmadyanti, S.Pd., M.Pd.

**Learning model** Case Studies

<b>Program Learning Outcomes (PLO)</b>	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 equips students with the skills to plan, implement and manage, as well as evaluate science learning in elementary school by utilizing knowledge of science material, learning methodology and authentic assessment independently and responsibly by utilizing ICT.

<b>References</b>	<b>Main :</b>														
	<ol style="list-style-type: none"> <li>1. Anderson, Lorin W &amp; Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom 19s Taxonomy of Education Objectives. A Bridged Adition .New York: Addison Wesley Longman</li> <li>2. Arends, Richard I. (2012). Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</li> <li>3. Buk guru dan Buku Siswa sesuai kurikulum yang berlaku</li> <li>4. Hosnan. 2014. Pendekatan Sainstifik dan CTL dalam Abad 21. 26: Ghalia Indonesia</li> <li>5. Ibrahim, Muslimin. (2012). Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press</li> <li>6. Ibrahim, Muslimin. 2005. Asesmen Berkelanjutan. Surabaya: Unipress</li> <li>7. Ibrahim, Muslimin. 2014. Model Pembelajaran Inovatif Melalui Pemaknaan. Surabaya : Unipress</li> <li>8. Lawson, A. E. 1994. Science Teaching and the Development of Thinking . California: Wadsworth Publishing Company</li> <li>9. Peters. Joseph M., dan Stout, David L. 2006. Science in Elementary Education. Methods, Concepts, and Inquiries. Ohio: Pearson Merrill Prentice Hall</li> <li>10. Suparno, P. 2002. Miskonsepsi dan Perubahan Konsep. Jakarta: PT.Grasindo.</li> <li>11. Suryanti, Mintohari, Wahono Widodo. 2013. Pengembangan Pembelajaran IPA SD. Surabaya: Unesa Unipress</li> <li>12. Yulianti dan Djojoosediro, 2009. Pengembangan Pembelajaran IPA SD. Jakarta: Ditjen Dikti</li> </ol>														
	<b>Supporters:</b>														

**Supporting lecturer** Prof. Dr. Suryanti, M.Pd.  
 Drs. Mintohari, M.Pd.  
 Dr. Julianto, S.Pd., M.Pd.  
 Farida Istanah, 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	Describe the characteristics of IPA	<ol style="list-style-type: none"> <li>1.Explain the characteristics of IPA</li> <li>2.Explain the position of science as a product, process, and system</li> </ol>	<b>Criteria:</b> Activeness and mastery of material	Discussionobservationpresentation 4 X 50			0%

2	Describe the nature of science learning in elementary school	<ol style="list-style-type: none"> <li>1.explain the meaning of learning and science learning according to behavioristic learning theory;</li> <li>2.explain the meaning of learning and science learning according to constructivist theory;</li> <li>3.explain the impact of understanding learning and science learning according to behaviorist theory on elementary/MI science learning;</li> <li>4.explains the impact of the meaning of learning and science learning according to constructivist theory on elementary/MI science learning</li> </ol>	<b>Criteria:</b> Activeness and mastery of material	Discussion, observation and presentation 4 X 50			0%
3	Analyzing the elementary school science curriculum	<ol style="list-style-type: none"> <li>1.Explain the background and scope of elementary science</li> <li>2.Explain the basic framework and structure of the elementary school science curriculum</li> <li>3.Analyzing elementary science learning objectives</li> </ol>	<b>Criteria:</b> Activeness and mastery of material	Discussion and presentation 4 X 50			0%
4	Analyzing the elementary school science curriculum	<ol style="list-style-type: none"> <li>1.Analyzing KD IPA SD</li> <li>2.Analyzing the dimensions of science learning outcomes (knowledge, skills, attitudes)</li> </ol>	<b>Criteria:</b> Activeness and mastery of material	Discussion and presentation 4 X 50			0%
5	Mastering the essential concepts of science material in elementary school	Explains essential elementary science concepts	<b>Criteria:</b> Activeness and mastery of material	Student presentation 4 X 50			0%
6	master the essential concepts of science material in elementary school	Create a concept map about essential science material in elementary school	<b>Criteria:</b> Student activity	Student presentation 4 X 50			0%
7	Identifying science misconceptions	<ol style="list-style-type: none"> <li>1.Explain the meaning of misconception</li> <li>2.Identifying science misconceptions</li> <li>3.Identifying the causes of IPA misconceptions</li> </ol>	<b>Criteria:</b> Activeness and mastery of material	Discussion and presentation 4 X 50			0%
8	Able to work on UTS questions independently	Meetings 1-7	<b>Criteria:</b> Mastery in answering UTS questions	4 X 50			0%

9	Identifying science misconceptions and how to overcome them	Formulate ways to uncover misconceptions about learning science. Find ways to overcome misconceptions	<b>Criteria:</b> Activeness and mastery of material	Discussion and presentation 4 X 50			0%
10	Mastering the science learning methodology in elementary school	1. Explaining inquiry learning and scientific approaches 2. Explaining problem-based learning	<b>Criteria:</b> Mastery of material	1. Presentation of learning models 2. Study examples of learning models 3. Modelling 4 X 50			0%
11	Mastering the science learning methodology in elementary school	1. Explain cooperative learning 2. Explain the learning cycle	<b>Criteria:</b> Mastery of material	Presentation of learning models Study examples of learning models  Modeling 4 X 50			0%
12	Mastering the basic concepts of assessment in science learning	Explain the various types of assessments. Design assessment instruments	<b>Criteria:</b> Mastery of matter	Presentation Review an example of a 4 X 50 assessment			0%
13	Determine teaching materials and learning media	1. Determine the type of teaching material 2. Determine learning media	<b>Criteria:</b> Mastery of material	1. Presentation 2. Study a sample worksheet 3. Practice Science Kit 4. Workshops 4 X 50			0%
14	Developing syllabus and lesson plans for elementary science learning	1. Recognize the components in the syllabus 2. Developing a syllabus	<b>Criteria:</b> Mastery of material	1. Syllabus development principles 2. Syllabus components 4 X 50			0%
15	Develop lesson plans	1. Examine the components of the RPP according to Minister of Education and Culture Regulation No. 103 of 2014 2. Develop lesson plans	<b>Criteria:</b> Activeness and mastery of material	Study an example of a RPPP practice for making a 4 X 50 syllabus			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.