



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 Social Sciences Learning Innovation	8620603263	Study Program Elective Courses	T=3	P=0	ECTS=4.77	3	April 28, 2023																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Putri Rachmadyanti S.Pd M.Pd dan Ganes Gunansyah M.Pd		Putri Rachmadyanti S.Pd M.Pd			Putri Rachmadyanti, S.Pd., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	PLO-9	Solving integrated basic knowledge and skills problems in study areas (mathematics, language, science, social studies, civics, arts, sports).																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	(1) Students are able to analyze, construct and design innovative social studies learning, oriented towards the development of science and technology and in accordance with the characteristics of elementary school students (2) Students are able to master the concept of developing innovative social studies learning based on developments in science and technology and the characteristics of elementary school students (3) Students have commitment, responsibility and basic teaching skills in developing elementary social studies learning																																																																																								
	PO - 2	(2) Students are able to master the concept of developing innovative social studies learning based on developments in science and technology and the characteristics of elementary school students																																																																																								
	PO - 3	(3) Students have commitment, responsibility and basic teaching skills in developing elementary social studies learning																																																																																								
	PLO-PO Matrix																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-9</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	PLO-9						PO-1							PO-2							PO-3																																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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Short Course Description	This Elementary School Social Sciences Learning Innovation course is a course that provides PGSD students with an understanding of theoretical and practical (applicative) conceptual development in designing innovative social studies learning in elementary school, oriented towards the development of science and technology and the characteristics of elementary school students.																																																																																									
References	Main :																																																																																									

1. Alamsyah, Sakti dan Sudrajat. 2020. Belajar pembelajaran di Sekolah Dasar. Sleman: Deepublish.
2. Farris, Pamela J. 2015. Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach. USA: Waveland Press, Inc.
3. Kawuryan, Sekar Purbarini. 2018. Literasi IPS SD. Yogyakarta: UNY Press.
4. Koop, Kathleen. 2017. Teaching Social Studies Today (Second Edition). USA: Shell Education Publishing.
5. Miaz, Yalverma, dkk. 2020. Pembelajaran SD berbasis Teknologi Digital. Sleman: Deepublish.
6. Ogle Donna, Ron Klemp, and Bill Mc Bride. 2017. Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking. USA: Association for Supervision and Curriculum Development.
7. Pathak, R.P. 2012. Teaching Social Studies. India: Dorling Kindersley (India) Pvt. Ltd.
8. Susanto, Ahmad. 2014. Pengembangan Pembelajaran IPS di Sekolah Dasar. Jakarta: KENCANA.
9. Zarillo, James. J. 2012. Teaching elementary social studies: principles and applications. United States: PEARSON
10. Crowe, A. R., & Cuenca, A. (Eds.). (2016). Rethinking social studies teacher education in the twenty-first century. Springer International Publishing.
11. Pettry, D. W. (2006). Building social skills through activities. Certified Therapeutic.
12. Levstik, L. S., & Tyson, C. A. (Eds.). (2010). Handbook of research in social studies education. Routledge.
13. Gunansyah, G. (2015). Pendidikan IPS: Berorientasi praktik yang baik. Surabaya: Universitas.

Supporters:

Supporting lecturer

Drs. Suprayitno, M.Si.
Ganes Gunansyah, S.Pd., M.Pd.
Dr. Ari Metalin Ika Puspita, S.Pd.SD., 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 (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	summarize again the perspectives and orientations for the development of social studies learning in elementary schools	1.- Explain the perspective of developing social studies learning in elementary school 2. Identifying the orientation of social studies learning development in elementary schools 3. Summarizing the perspective and orientation of social studies learning development in elementary school	Criteria: according to the assessment rubric (knowledge, attitude, performance) Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Expository, question and answer, discussion, 3 X 50		Material: Teaching Social Studies Elementary School Library: Koop, Kathleen. 2017. Teaching Social Studies Today (Second Edition). USA: Shell Education Publishing.	5%
2	designing the development of elementary social studies learning materials based on material analysis models	- Identifying the development of social studies material in elementary schools - Formulating the stages of developing material analysis Designing the development of social studies material in elementary schools	Criteria: according to the assessment rubric (knowledge, attitude, performance) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Expository, question and answer, FGD, presentation, assignment 3 X 50		Material: The Fundamentals of Social Studies Bibliography: Zarillo, James. J. 2012. Teaching elementary social studies: principles and applications. United States: PEARSON	5%

3	Analyzing and designing social studies literacy learning in elementary schools	- Explain the definition of information literacy - Identify the stages of information literacy skills - Apply the stages of information literacy skills Summarize the implications for social studies learning in elementary school	Criteria: according to the assessment rubric (knowledge, attitude, performance) Form of Assessment : Participatory Activities	Expository, question and answer, discussion, inquiry, presentation, assignment 3 X 50		Material: 8. Strategies for Newspaper and Magazine Literacy Reader: Ogle Donna, Ron Klemp, and Bill Mc Bride. 2017. <i>Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking. USA: Association for Supervision and Curriculum Development.</i> Material: SD IPS Literacy Reader: Kawuryan, Sekar Purbarini. 2018. <i>Elementary Social Sciences Literacy. Yogyakarta: UNY Press.</i>	5%
4	apply map and globe skills in social studies learning in elementary school	- Map and globe skills - Implications for elementary social studies learning	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Globe, map, atlas, ppt material, 3 X 50		Material: Geography Bibliography: Zarillo, James. J. 2012. <i>Teaching elementary social studies: principles and applications. United States: PEARSON</i>	5%
5	apply map and globe skills in social studies learning in elementary school	- Map and globe skills - Implications for elementary social studies learning	Criteria: according to the assessment rubric (knowledge, attitude, performance)	analysis of social skills problems and discussion on how to develop social skills, with 3 X 50 ppt media		Material: What happens in social studies classrooms? Research on K–12 social studies practice Bibliography: Levstik, LS, & Tyson, CA (Eds.). (2010). <i>Handbook of research in social studies education. Routledge.</i>	5%
6	apply time and chronology skills in social studies learning in elementary school	- Explaining the definition of time and chronology skills - Identifying the stages of time and chronology skills - Applying the stages of time and chronology skills Concluding implications for social studies learning in elementary school	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, simulation, demonstration, presentation, question and answer, assignment 3 X 50		Material: Research on students' ideas about history Reference: Koop, Kathleen. 2017. <i>Teaching Social Studies Today (Second Edition). USA: Shell Education Publishing.</i>	5%
7	apply social skills in social studies learning in elementary school through developing a caring attitude and acting rationally in participating in overcoming environmental problems	identifying activities in critical thinking skills in elementary school	Criteria: according to the assessment rubric (knowledge, attitude, performance)	Expository, simulation, question and answer, discussion, assignment, presentation 3 X 50		Material: Inquiry-Based Social Studies References: Farris, Pamela J. 2015. <i>Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach. USA: Waveland Press, Inc.</i>	5%
8	Midterm Evaluation			3 X 50			20%

9	<p>apply thinking skills (critical, problem solving, and decision making) in social studies learning in elementary school</p>	<p>- Explaining the definition of thinking skills - Identifying the stages of applying critical thinking skills - Applying the stages of critical thinking skills Concluding the implications of critical thinking skills for social studies learning in elementary school - Identifying the stages of problem solving and decision making skills - Applying the stages of skills problem solving - Applying the stages of decision making skills Summarizing the implications of problem solving and decision making skills in social studies learning in elementary school</p>	<p>Criteria: according to the assessment rubric (knowledge, attitude, performance)</p>	<p>Expository, simulation, question and answer, and discussion about 6 X 50 differentiation learning</p>		<p>Material: Social Studies for All Learners References: Farris, Pamela J. 2015. <i>Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach</i>. USA: Waveland Press, Inc.</p>	5%
10	<p>apply thinking skills (critical, problem solving, and decision making) in social studies learning in elementary school</p>	<p>- Explaining the definition of thinking skills - Identifying the stages of applying critical thinking skills - Applying the stages of critical thinking skills Concluding the implications of critical thinking skills for social studies learning in elementary school - Identifying the stages of problem solving and decision making skills - Applying the stages of skills problem solving - Applying the stages of decision making skills Summarizing the implications of problem solving and decision making skills in social studies learning in elementary school</p>	<p>Criteria: according to the assessment rubric (knowledge, attitude, performance) Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>discussion about the results of identifying social studies learning problems in SD 6</p>		<p>Material: Social Studies Learning in Elementary Schools Library: Gunansyah, G. (2015). <i>Social Sciences Education: Good practice oriented</i>. Surabaya: University.</p>	15%

11	designing innovative social studies learning materials based on the environment and technology	designing innovative social studies learning materials based on the environment and technology	<p>Criteria: according to the assessment rubric (knowledge, attitude, performance)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository, simulation, question and answer, discussion, investigation, assignment 6 X 50		<p>Material: digital learning media References: Miaz, Yalverma, et al. 2020. <i>Digital Technology-based Elementary School Learning.</i> Sleman: Deepublish.</p> <p>Material: Social Studies and the Arts: From Inner Journeys 577 to Faraway Lands References: Farris, Pamela J. 2015. <i>Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach.</i> USA: Waveland Press, Inc.</p> <p>Material: Social studies and technology Bibliography: Zarillo, James. J. 2012. <i>Teaching elementary social studies: principles and applications.</i> United States: PEARSON</p>	10%
12	implementing a values teaching approach in social studies learning in elementary schools through value clarification activities, value analysis, cognitive morals and value instillation	<ul style="list-style-type: none"> - Explaining the urgency of teaching values in social studies - Explaining approaches to teaching values - Applying the stages of the values clarification approach in elementary social studies - Concluding the implications of applying the values clarification approach in social studies learning in elementary schools - Identifying the stages of the value analysis and cognitive moral approach - Applying stages of the value analysis approach in elementary social studies - Applying the stages of the cognitive moral approach in elementary social studies - Concluding the implications of applying the cognitive value and moral analysis approach in social studies learning in elementary schools 	<p>Criteria: according to the assessment rubric (knowledge, attitude, performance)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	6 X 50 discussion		<p>Material: Preparing a RPP Library: Gunansyah, G. (2015). <i>Social Sciences Education: Good practice oriented.</i> Surabaya: University.</p> <p>Material: Preparing a RPP Library: Gunansyah, G. (2015). <i>Social Sciences Education: Good practice oriented.</i> Surabaya: University.</p> <p>Material: Social Studies Lesson and Unit Plans References: Zarillo, James. J. 2012. <i>Teaching elementary social studies: principles and applications.</i> United States: PEARSON</p>	15%

13	designing and packaging multimedia-based learning media that originates from social events/symptoms/phenomena	- Identify social objects/events that can be developed into multimedia-based learning - Design the stages of activities for creating multimedia-based learning media Package learning media in the form of learning videos	Criteria: according to the assessment rubric (knowledge, attitude, performance) Form of Assessment : Project Results Assessment / Product Assessment	Expository, demonstration, question and answer, discussion, inquiry, assignment 3 X 50		Material: Preparing Pre-service Elementary Teachers to Teach Social Studies References: Crowe, AR, & Cuenca, A. (Eds.). (2016). <i>Rethinking social studies teacher education in the twenty-first century.</i> Springer International Publishing.	10%
14	designing and compiling HOTS (High Order Thinking Skill) based assessment tools in developing social studies learning in elementary schools	- explain the role of developing HOTS-based assessment tools in social studies - design the stages of developing HOTS-based assessment tools - develop critical thinking and problem-solving oriented assessment tools in elementary social studies conclude the implications of developing HOTS-based assessment tools in social studies learning in elementary schools	Criteria: according to the assessment rubric (knowledge, attitude, performance) Form of Assessment : Project Results Assessment / Product Assessment	Expository, question and answer, discussion, presentation, assignment, simulation 3 X 50		Material: Classroom Assessment in Social Studies References: Farris, Pamela J. 2015. <i>Elementary and Middle School Social Studies: An Interdisciplinary, Multicultural Approach. USA: Waveland Press, Inc.</i>	10%
15	testing and providing assessments on the social studies learning projects created.	testing and providing assessments on the social studies learning projects created.	Criteria: according to the assessment rubric (knowledge, attitude, performance) Form of Assessment : Participatory Activities	3 X 50 discussion		Material: development of social studies learning in elementary school Library: Susanto, Ahmad. 2014. <i>Development of Social Studies Learning in Elementary Schools.</i> Jakarta: KENCANA.	10%
16	End of semester evaluation		Criteria: 40	offline mode			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19.17%
2.	Project Results Assessment / Product Assessment	64.17%
3.	Portfolio Assessment	1.67%
		85.01%

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.