



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

**Document Code**

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																									
Elementary School Science Education	8620602105		T=2	P=0	ECTS=3.18	0	July 18, 2024																																									
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																										
	.....		.....			Putri Rachmadyanti, S.Pd., M.Pd.																																										
<b>Learning model</b>	Case Studies																																															
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																															
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		P.O																																														
<b>Short Course Description</b>	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: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">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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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Ajiboye.O. Josiah. (2009) Beyond Cognitive Evaluation in Primary Social Studies in Botswana: Issues and Challenges. European Journal of Social Sciences. Volume 7, Number 4 (2009).</li> <li>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. <a href="http://search.proquest.com">http://search.proquest.com</a>. Diunduh tanggal 31 Agustus 2013.</li> <li>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). <a href="http://www.socialstudies.org/c34">http://www.socialstudies.org/c34</a>. The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies (Washington, D.C.: NCSS, 1994): 3. (<a href="http://www.socialstudies.org">www.socialstudies.org</a>) diunduh 7 Januari 2014 pukul 10.00 WIB.</li> <li>Bank, James A. (1990). Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making. Longman New York and London.</li> <li>Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow 19s World. Harcourt Brace College Publishers.</li> <li>Woolever, R and Scott, K.P. (1988). Active Learning in Social Studies-Promoting Cognitive and Social Growth. Scott, Foresman and Company Boston London.</li> <li>N. Supriatna, S. Mulyani, dan A. Rokhayati. (2007). Pendidikan IPS di SD. Bahan Belajar Mandiri Universitas Pendidikan Indonesia. UPI Press Bandung.</li> <li>Sapriya, D. Sundawa, dan I. Masyitoh. (2007). Pembelajaran dan Evaluasi Hasil Belajar IPS SD. Bahan Belajar Mandiri Universitas Pendidikan Indonesia. UPI Press Bandung.</li> <li>Sapriya. 2011. Pendidikan IPS. Bandung: Remaja Rosdakarya.</li> <li>Suhanadkidan Siradjudin. (2012). Pendidikan IPS. Surabaya: Insan Cendekia.</li> <li>Suhanadjidan Waspodo TS. (2003). Pendidikan IPS. Surabaya: Insan Cendekia.</li> <li>Somantri, Nu 19man. (2001). Menggagas Pembaharuan Pendidikan IPS. Bandung: Rosda.</li> </ol> <p><b>Supporters:</b></p>																																															
<b>Supporting lecturer</b>	SIRADJUDDIN S 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	explains the nature of Social Sciences education including the meaning, scope, objectives and contribution of Social Sciences education in elementary school	<ol style="list-style-type: none"> <li>1.Explain the meaning of social studies education</li> <li>2.Identifying the objectives of social studies education in elementary school</li> </ol>	<b>Criteria:</b> suitability of the answer sheet	Brainstorming, expository, question and answer, 1 X 2 assignment			0%
2	explains the contribution of Social Sciences education in elementary school	<ol style="list-style-type: none"> <li>1.Explain the basis of social studies education</li> <li>2.Formulate the scope of social studies education in elementary school</li> <li>3.Summarizing the contribution of social studies education in elementary school</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Simulation, presentation, question and answer, discussion, 2 X 50			0%
3	identifying the content of basic social science competencies in the curriculum structure in elementary school	<ol style="list-style-type: none"> <li>1.Identifying the content of basic social studies competencies in elementary school</li> <li>2.Analyzing efforts to achieve elementary social studies competency content</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, question and answer, discussion, assignment 4 X 50			0%
4	identifying the content of basic social science competencies in the curriculum structure in elementary school	<ol style="list-style-type: none"> <li>1.Analyzing the content of basic social science competencies based on task analysis</li> <li>2.Analyzing the content of basic social science competencies based on material analysis</li> <li>3.Grouping basic social science competency content based on material type</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Simulation, presentation, question and answer, discussion, inquiry 4 X 50			0%

5	analyze the relevance of social studies learning materials and themes (between NCSS and K-13)	<ol style="list-style-type: none"> <li>1.Analyzing the depth of social studies material in elementary school</li> <li>2.Analyzing the breadth of social studies material in elementary school</li> <li>3.Organizing social studies learning themes in elementary school (K-13 and NCSS connections)</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, inquiry, question and answer, discussion 2 X 50			0%
6	analyzing the dimensions of knowledge in IPS including facts; draft; and generalization	<ol style="list-style-type: none"> <li>1.Identify aspects of factual material in elementary social studies education</li> <li>2.Identifying aspects of conceptual material in elementary social studies education</li> <li>3.Identifying aspects of principle material in elementary social studies education</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, simulation, question and answer, discussion, presentation 2 X 50			0%
7	analyze the dimensions of skills in IPS	<ol style="list-style-type: none"> <li>1.Identifying types of social studies skills in elementary school</li> <li>2.Explain the characteristics of skills in social studies in elementary school</li> <li>3.Concluding the implications of skill dimensions in social studies learning in elementary school</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, simulation, question and answer, discussion, presentation 2 X 50			0%
8	Midterm Evaluation			2 X 50			0%

9	explain the essence and urgency of teaching attitudes and values in social studies in elementary schools	<ol style="list-style-type: none"> <li>1.Explain the nature of teaching values in social studies learning in elementary school</li> <li>2.Explain the urgency of teaching values in social studies learning in elementary school</li> <li>3.Concluding the implications of teaching values in social studies learning in elementary school</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, simulation, question and answer, discussion, presentation, assignment 2 X 50			0%
10	understand the process standards in elementary social studies learning through social inquiry, discovery and problem-based learning activities in elementary social studies	<ol style="list-style-type: none"> <li>1.Explain the application of process standards in elementary social studies learning</li> <li>2.Formulate the application of social inquiry, discovery and problem solving learning models in elementary social studies learning</li> <li>3.Concluding the implications of implementing process standards for social studies learning in elementary schools</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, observation, inquiry, question and answer, discussion 2 X 50			0%
11	identify objects/events that can be used as media and resources for social studies learning in elementary schools	<ol style="list-style-type: none"> <li>1.Identify objects or events as media and sources for elementary social studies learning</li> <li>2.Designing the use of objects/events as media and learning resources for elementary school social studies</li> </ol>	<b>Criteria:</b> conformity with the assessment rubric	Expository, observation, question and answer, discussion, presentation 2 X 50			0%
12	create an assessment tool in the form of elementary social studies questions based on Bloom's taxonomy	create an assessment tool in the form of elementary social studies questions based on Bloom's taxonomy	<b>Criteria:</b> conformity with the assessment rubric	Bloom's Taxonomy: Stages of preparing social studies questions based on Bloom's Taxonomy 2 X 50			0%

13	Create a draft LK (Worksheet) containing elementary social studies competencies	1.Explain the main components of preparing a LK 2.Designing activity-based, thinking ability and product-oriented worksheet	<b>Criteria:</b> conformity with the assessment rubric	Brainstorming, expository, simulation, question and answer, discussion, presentation 2 X 50			0%
14	create learning scenarios containing social studies competencies based on integrative thematics according to the 2013 curriculum	1.Formulate the stages of preparing elementary social studies learning scenarios 2.Designing learning scenario activities containing basic elementary social studies competencies	<b>Criteria:</b> conformity with the assessment rubric	Expository, question and answer, discussion, demonstration, presentation 2 X 50			0%
15	understand the rationalization and implications of multicultural learning in social studies learning in elementary schools	1.Explain the rationalization of multicultural learning in elementary school 2.Analyzing multicultural learning practices in elementary school 3.Concluding the implications of multicultural learning in elementary school	<b>Criteria:</b> conformity with the assessment rubric	Expository, simulation, question and answer, discussion, presentation 2 X 50			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.
- 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.