



HANDBOOK MODULE

Compiled by:

Undergraduate Program in Social Science Education
Faculty of Teacher Training and Education
Lambung Mangkurat University

Curriculum overview

SEMESTER 8	Content Knowledge 1. Thesis 9.6 ECTS (6 CH)			
SEMESTER 7	Content Knowledge 1. The Life of River Community 2. Social Sciences Education and Character Education 3. History of Banjar 11.2 ECTS (7 CH)	Content Knowledge 1. The Contemporary Issues* 2. Social Transformation* 6.4 ECTS (4 CH)		
SEMESTER 6	Content Knowledge 1. Human Resource Management 2. Field of Practice 3. Guidance of Scientific Work 4. Proposal Seminar 14.4 ECTS (9 CH)	Content Knowledge 1. Education of Anti-Corruption* 3.2 ECTS (2 CH)	Pedagogic Content Knowledge 1. Development of Social Science Learning Laboratory* 3.2 ECTS (2 CH)	Pedagogic Knowledge 1. E-Learning* 2. The Innovation of Education* 3. Teaching Practice at School 11.2 ECTS (7 CH)
SEMESTER 5	Content Knowledge 1. Research of Social Sciences 2. Qualitative Research 3. Quantitative Research 11.2 ECTS (7 CH)	Content Knowledge 1. Nationalism and National Identity* 2. Development of Social Skills* 6.4 ECTS (4 CH)	Pedagogic Content Knowledge 1. Transdisciplinary and Cross Disciplinary Approach on Social Sciences Learning 2. Social Sciences Learning Media 3. Social Sciences Learning Resources 4. Social Sciences Learning Evaluation 5. Social Sciences Learning Strategy 20.8 ECTS (13 CH)	Pedagogic Knowledge 1. Micro Teaching 3.2 ECTS (2 CH)
SEMESTER 4	Content Knowledge 1. Basic of Statistics 2. Science Philosophy 3. Local Wisdom and Etnopedagogy 4. Tourism 5. Global Connections 16 ECTS (10 CH)	Content Knowledge 1. Society and Culture of Banjar* 2. Literature of Banjar* 6.4 ECTS (4 CH)	Pedagogic Content Knowledge 1. Studies of Textbook on Social Sciences 2. Studies on Social Sciences Curriculum In Primary School 3. Studies on Social Sciences Curriculum In Secondary School 4. Planning of Social Sciences Learning 16 ECTS (10 CH)	General Course 1. Entrepreneurship 3.2 ECTS (2 CH)
SEMESTER 3	Content Knowledge 1. Individuals, Groups and Institutions 2. Journalism 3. Power, Authority, and Governance 4. Logic 5. People, Places, and Environment 6. Environmental Education 7. Individual Development and Identity 8. Production, Distribution and Consumption 9. Science, Technology, and Society 10. Time, Continuity and Change 32 ECTS (20 CH)	Content Knowledge 1. Society and Culture of Indonesia* 2. Multicultural Society* 6.4 ECTS (4 CH)	Pedagogic Knowledge 1. School Administration Management 3.2 ECTS (2 CH)	
SEMESTER 2	Content Knowledge 1. Anthropology and Social Sciences Education 2. Economics and Social Sciences Education 3. Geography and Social Sciences Education 4. Political Science and Social Sciences Education 5. Psychology and Social Sciences Education 6. History and Social Sciences Education 7. Sociology and Social Sciences Education 22.4 ECTS (14 CH)	General Course 1. English: Intermediate 2. Civics Education 6.4 ECTS (4 CH)	Pedagogic Knowledge 1. Teaching and Learning 2. Profession of Education 6.4 ECTS (4 CH)	
SEMESTER 1	Content Knowledge 1. Basic Concepts of Social Sciences 2. Introduction to Social Sciences 6.4 ECTS (4 CH)	General Course 1. Introduction to Wetlands Environment 2. English: Basic 3. Indonesia Language 4. Religious Education 5. Pancasila 19.2 ECTS (12 CH)	Pedagogic Knowledge 1. Introduction to Education 2. Development of Students 6.4 ECTS (4 CH)	

1st Semester

Module number AKBK3101	Module name Basic Concepts of Social Studies		
Type of course Content Knowledge	Semester / Rotation 1	Student capacity: 30	
Teaching methods Discovery Learning, Project Based Learning	Prerequisites for attendance None	Language Indonesia (regular) English (international)	
Type of examination (Final Grade Composition) Writing a paper on learning theory (15%) Create a concept map in infographic form (20%) Mid-Semester Exam (20%), Making short videos of social studies teaching materials based on social issues (20%) Final Semester Exam (25%)		Credits (+Workload in hours) 2 (30 Lectures + 90 Project Work + 24.96 Exercises) ECTS (+Workload in hours) 2 credits x1.6 = 3.23.2 x 45.3 = 144.96	
Module coordinator Prof. Dr. Drs. Ersis Warmansyah Abbas, BA, M.Pd.		Semester week hours: 144.96 hours	
Additional teachers involved: Dr. Mutiani, M.Pd.			
Syllabus The basic concepts of social studies course is presented to understand the nature of social studies learning. By definition, social studies (Social Studies/Social Science Education) is an integration of the Humanities and Social Sciences to improve students' competencies as citizens. Social Studies (IPS) is designed based on social problems and realities with an interdisciplinary, multidisciplinary, and transdisciplinary approach. The study of social studies education begins with the development of social studies according to the National Council of Social Studies (NCSS), the definition, principles, foundations, characteristics, and basic concepts of various social science disciplines that form the social studies "body of knowledge". The competencies that will be achieved and mastered by students are: Describing the concept of social studies education referring to several sources; Analyzing the philosophical foundations of social studies education; Identifying social issues in society for pedagogical purposes in the form of infographics; Selecting relevant social issues for social studies teaching materials; Differentiating integrated social studies practices at the junior high school/equivalent (SMP) level. In this course, the learning process is carried out using blended learning. Then, blended learning is carried out offline in class and/or LMS Unib at https://elearning.ulm.ac.id/ , while online using Google Classroom or zoom meeting. The materials presented are the Definition of IPS (Social Studies) according to the National Council of Social Studies (NCSS); Renewal of Social Studies Education in Indonesia; Philosophical Foundations of Social Studies Education; Social science clusters in the study of Social Studies Education; Description of 7 (seven) Social Sciences; geography, history, economics, anthropology, sociology, politics, and psychology; Relationship between social science concepts and social problems; Social Studies Learning in Junior High School; Social skills in Social Studies Education; Decision Making and Problem Solving.			
Learning goals and qualifications in this module students learn to:			

CPMK1: Able to examine the concept of Social Studies Education in the Social Sciences group
 CPMK2: Able to connect social issues in society for pedagogical purposes
 CPMK3: Able to examine integrated social studies learning problems at the junior high school/equivalent (SMP) level

Classification of cognitive skills following Bloom (1956):

Sub-CPMK1: Describe the concept of Social Studies Education referring to several sources (C1, A1)

Sub-CPMK2: Analyzing the philosophical foundations of social studies education (C4, A4, P4)

Sub-CPMK3: Identifying social issues in society for pedagogical purposes in the form of infographics (C1, A1, P1)

Sub-CPMK4: Selecting relevant social issues for social studies teaching materials (C4, A3)

Sub-CPMK5: Differentiating integrated social studies practices at the junior high school/equivalent (SMP) level (C4, A4)

Core readings:

- 1) Abbas, EW, Rusmaniah, R., Mutiani, M., & Jumriani, J. (2022). Powerful Social Studies Education Based on River Tourism. Banjarmasin: Social Studies Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University.
- 2) Abbas, EW, Rusmaniah, R., Mutiani, M., Putra, MAH, & Jumriani, J. (2022). Integration of River Tourism Content in Social Studies Teaching Materials as an Effort to Strengthen Student Understanding. *The Innovation of Social Studies Journal*, 4(1), 11-33.
- 3) Almuchtar, Suwarma. (2014). *Epistemology of Social Studies Education*. Bandung: Wahana Jaya Abadi.
- 4) George, W. Maxim. (2010). *Dynamic Social Studies For Constructivist Classrooms: Inspiring Tomorrow's Social Scientists*, Ninth Edition. USA: Pearson Education, Inc.
- 5) Muhammad Nu'man Somantri. (2001). *Initiating Social Studies Education Reform*. Bandung: Rosdakarya Youth.
- 6) Mutiani, M., Supriatna, N., Wiyanarti, E., Alfisyah, A., & Abbas, EW (2021). Kuhnian's Paradigmatic Analysis Method as a Solution of Abstract Thinking Difficulties in Social Studies. *Al-Ishlah: Journal of Education*, 13(3), 1653-1662.
- 7) National Council for the Social Studies. TT. *The Curriculum Standards for Social Studies: Expectations for Excellence*. USA: Library of Congress Cataloging.
- 8) Roberta Woolever And Kathryn P. Scott. (1987). *Active Learning In Social Studies: Promoting Cognitive and Social Growth*. USA: Library of Congress Cataloging
- 9) Richard E. Gross, etc. (1978). *Social Studies For Our Times*. USA: Library Of Congress Cataloging.
- 10) Singer. Road. (2009). *Social Studies for Secondary Schools; Teaching to Learn, Learning to Teach* (3rd Edition). New York; Roulledge.
- 11) Said Hamid Hasan. (1996). *Social Sciences Education*. Jakarta: Ministry of Education and Culture.
- 12) Supardan, Dadang. (2014). *Social Studies Education: Philosophical, Curriculum, and Learning Perspectives*. Bandung: Indonesian University of Education.

4th Semester

Module number AKBK3406	Module name Local Wisdom and Ethnopedagogy		
Type of course Content Knowledge	Semester / Rotation 4	Student capacity: 30	
Teaching methods Discovery Learning, Project Based Learning.	Prerequisites for attendance none	Language Indonesia (regular) English (international)	
Type of examination (Final Grade Composition) Writing a paper on the theory and basic concepts of local wisdom (7.5%) Integrated Learning Plan Project (31%) Mid-Semester Exam (30%), Case Study of the Application of Ethnopedagogy (24%) Final Exam (16%)		Credits (+Workload in hours) 2 (40 Lectures + 70 Project Work + 34.96 Exercises) ECTS (+Workload in hours) 2 credits x1.6 = 3.23.2 x 45.3 = 144.96	
Module coordinator Prof. Dr. Bambang Subiyakto, M.Hum.		Semester week hours: 144.96 hours	
Additional teachers involved: Prof. Dr. Bambang Subiyakto, M.Hum.			
Syllabus The Local Wisdom and Ethnopedagogy course focuses on understanding local wisdom and its application in educational contexts. Local wisdom encompasses knowledge, values, and practices passed down from generation to generation in a particular society. Meanwhile, ethnopedagogy is an educational approach that integrates local wisdom and community culture into the learning process, with the aim of enriching students' learning experiences and promoting understanding and appreciation of their own culture. In this course, the learning process is carried out using blended learning. Then, blended learning is carried out offline in class and/or LMS Unib at https://elearning.ulm.ac.id/ , while online using Google Classroom or zoom meeting. The materials presented are Theory and Basic Concepts of Local Wisdom; Theory and Principles of Ethnopedagogy; Local Wisdom in the Context of Education; Principles of Ethnopedagogy; Basic Concepts of Ethnopedagogy in Social Studies Education; Ethnopedagogy-Based Learning Methods and Strategies; Implementation of Ethnopedagogy in Social Studies Learning; Challenges and Solutions in the Application of Ethnopedagogy.			
Learning goals and qualifications in this module students learn to: CPMK1: Able to analyze the concept of ethnopedagogy as an educational approach based on local wisdom in social studies learning. CPMK2: Able to design social studies learning by utilizing local community wisdom and science and technology CPMK3: Able to apply ethnopedagogy-based learning designs to social studies learning Classification of cognitive skills following Bloom (1956): Sub-CPMK1:Identifying the basic concepts of ethnopedagogy. Designing social studies learning by utilizing local community wisdom and science and technology (C1, A1, P1) Sub-CPMK2:Connecting the concept of ethnopedagogy with local wisdom (C3, A4, P4) Sub-CPMK3:Designing a social studies learning plan that integrates ethnopedagogy and local wisdom (C6, A4, P4)			

Sub-CPMK4: Analyzing the application of ethnopedagogy in the context of social studies learning. (C4, A4, P4)

Core readings:

- 1) Abbas, E. W. (2016). Ethnopedagogy The Proceedings of the International Seminar on Ethnopedagogy. FKIP Unlam Press Collaborates with WAHANA Jaya Abadi.
- 2) Abbas, EW, & Jumriani, J. (2021). Final Report of Research on River Tourism Development on the Riverbanks of Banjarmasin City
- 3) Abbas, EW, & Rusmaniah, R. (2022). Development of Social Studies Textbooks Based on River Tourism in Banjarmasin to Improve Students' Wetland Environmental Intelligence. Dina, D., Abbas, EW, Handy, MRN, Ilhami, MR, & Sari, R. (2023). Local Wisdom of Rice Farmers in Anjir Village Serapat Muara. *Journal of Social Development*, 1(2), 64-74.
- 4) Abbas, EW, Rusmaniah, R., Mutiani, M., Putra, MAH, & Jumriani, J. (2022). Integration of River Tourism Content in Social Studies Teaching Materials as an Effort to Strengthen Student Understanding. *The Innovation of Social Studies Journal*, 4(1), 11-33.
- 5) Ernest Cassirer. 1987. *Man and Culture*. Jakarta: Gramedia
- 6) HAR Tilaar .1999. *Several Agendas for National Education Reform: In the Perspective of the 21st Century*. Magelang: Indonesia Terra
- 7) HAR Tilaar. 2004. *Multiculturalism*. Jakarta: Grasindo
- 8) Harsoyo (1972). *Introduction to Anthropology*. Jakarta: BinaCipta
- 9) Hasni, H., Mutiani, M., Holilah, M., Jumriani, J., & Abbas, EW (2024). *Local Studies for Social Studies Education*.
- 10) Handy, MRN, Abbas, EW, Mutiani, M., Jumriani, J., Putra, MAH, Rusmaniah, R., ... & Maulidah, D. (2024). The relevance of Baayun Maulid values as learning resources on Social Studies. *JIPSINDO (Indonesian Journal of Social Science Education)*, 11(1), 1-9.
- 11) Imam Barnadib. 1986. *The Basics of Comparative Education*. Yogyakarta: Institute Press IKIP Yogyakarta
- 12) James P. Spradley. 2007. *Ethnographic Methods (Second Edition)*. Yogyakarta: TiaraWacana
- 13) Jumriani, J., Muhaimin, M., Wardinah, Y., Abbas, EW, Mutiani, M., & Ilhami, MR (2023). Identification of Function Social Group Functions for Communities in River Bank. *The Kalimantan Social Studies Journal*, 4(2), 108-115.
- 14) Kaplan. 1990. *Cultural Theory*. Jakarta: PustakaPelajar
- 15) Koentjaraningrat. 1990. *History of Anthropological Theory I and II*. Jakarta: UI Press
- 16) Koentjaraningrat. 1994. *Culture and Development Mentality*. Jakarta: Gramedia
- 17) Lucy Mair. 1984. *Anthropology and Development*. London: Macmillan Press. Lasprita, L., Subiyakto, B., Jumriani, J., Rusmaniah, R., & Putra, MAH (2023). Social Behavior of River Bank Communities in Banua Anyar. *The Innovation of Social Studies Journal*, 4(2), 132-138.
- 18) Putro, HPN, Abbas, EW, & Aprilla, W. (2021, February). Impact of Tourism for Economic Activities of Riverbank Communities in the Jingah River District, Banjarmasin City. In *2nd International Conference on Social Sciences Education (ICSSE 2020)* (pp. 372-375). Atlantis Press.

Module number AULM1451	Module name Entrepreneurship		
Type of course General Course		Semester / Rotation 4	Student capacity: 30
Teaching methods Discovery Learning and Project Based Learning		Prerequisites for attendance None	Language Indonesia (regular) English (international)
Type of examination (Final Grade Composition) Market opportunity analysis observation report (6%) Business plan proposal (20%) Mid-Semester Exam (14%), Creating business products in the form of reports (12%) Business videos (24%) Final Semester Exam (24%)			Credits (+Workload in hours) 2 (40 Lectures + 70 Project Work + 34.96 Exercises) ECTS (+Workload in hours) 2 credits x1.6 = 3.23.2 x 45.3 = 144.96
Module coordinator Prof. Dr. Herry Porda Nugroho Putro, M.Pd			Semester week hours: 144.96 hours
Additional teachers involved: Raihanah Sari, M.Pd			
Syllabus Entrepreneurship courses are presented to develop the competencies of social studies students in analyzing entrepreneurial concepts, marketing strategies, and designing businesses so that students can practice entrepreneurship. This course is presented in the form of theory and practice in entrepreneurship. Course assessment is based on the substance of theory and practice by considering the processes and analysis produced in learning. Competencies that students will achieve include: Identifying community characteristics and social problems in the surrounding area; Analyzing local potential as an entrepreneurial opportunity; Designing business projects by utilizing local potential; Analyzing the advantages and disadvantages of products to be marketed; Conducting production trials and analyzing market responses; Developing products based on market responses; Designing online and offline marketing materials; Applying marketing strategies to the product sales process. In this course, the learning process is conducted using blended learning. Blended learning is then implemented offline in class and/or Unib LMS at https://elearning.ulm.ac.id/ , while online using Google Classroom or Zoom meeting. The material presented is KCharacteristics of Banjarmasin society; River community life; Potential of wetlands; Demographics of Banjarmasin residents; Reading market opportunities; Business plan; Product name and logo; Packaging design; Marketing strategy; Determining selling price; Product development; Promotion design; Sales report/financial balance sheet.			
Learning goals and qualifications in this module students learn to: CPMK1: Demonstrate a professional, creative, innovative attitude in the field of education, both independently and in groups. CPMK2: Able to determine business ideas according to market opportunities CPMK3: Able to organize work both individually and in groups in simulating business plans CPMK4: Able to promote business products through media optimization			
Classification of cognitive skills following Bloom (1956): Sub-CPMK1: Identifying community characteristics and social problems in the surrounding area (C1, A1, P1)			

Sub-CPMK2: Analyzing local potential as an entrepreneurial opportunity(C4, A4, P4)
 Sub-CPMK3: Designing business projects by utilizing local potential (C6, A4, P5)
 Sub-CPMK4: Analyze the advantages and disadvantages of the product to be marketed(C4, A4, P4)
 Sub-CPMK5: Conducting production trials and analyzing market response (C6, A4, P4)
 Sub-CPMK6: Developing products based on market response (C2, P4)
 Sub-CPMK7: Designing online and offline marketing materials (C6, P5)
 Sub-CPMK8: Applying marketing strategies to the product sales process (C3, P2)

Core readings:

- 1) Abbas, E.W. (2021, May). Banua Anyar Culinary Tourism Area: Study Of Economic Activities As A Learning Resource on Social Studies. In IOP Conference Series: Earth and Environmental Science (Vol. 747, No. 1, p. 012019). IOP Publishing.
- 2) Daryanto & Cahyono, AD (2013). Entrepreneurship for Students: Cultivating an Entrepreneurial Spirit. Malang: Gava Media Publisher.
- 3) Hasan, M., Roslan, AH, Hendrayani, E., Sudirman, A., Sitaniapessy, RH, Basoeky, U., ... & Wardhana, A. (2021). Entrepreneurship. Indonesian Science Media.
- 4) Hidayat Putra, MA, & Rajiani, I. T-Shirt Design Training Based on Adobe Photoshop and Corel Draw Applications with the Theme of City Branding of Banjarmasin City.
- 5) Housel, M., 2020. The Psychology of Money: Timeless lessons on wealth, greed, and happiness. Harriman House Limited.
- 6) Jumriani, J., Syaharuddin, S., Abbas, EW, Mutiani, M., & Handy, MRN (2021). The traditional clothing industry of Banjarmasin Sasirangan: A portrait of a local business becoming an industry. Journal of Socioeconomics and Development, 4(2), 236-244.
- 7) Kiyosaki, RT, 2022. Rich Dad, Poor Dad.
- 8) Muchson, M., & MM, S. (2017). Entrepreneurship. Guepedia.
- 9) Putro, HPN, Rusmaniah, R., Mutiani, M., Abbas, EW, Jumriani, J., & Ilhami, MR (2022). Social Capital of Micro, Small and Medium Enterprises in Kampung Purun for Improving Entrepreneurship Education. AL-ISHLAH: Jurnal Pendidikan, 14(2), 1669-1680.
- 10) Rahman, A., Inayah, AN, Lifchatullaillah, E., Hasyim, H., Dewi, IK, Yuniwati, I., ... & Siagian, V. (2021). Introduction to Entrepreneurship.
- 11) Sari, R., & Hasanah, M. (2022). Entrepreneurship education.
- 12) Shalahuddin, I., Maulana, I., & Eriyani, T. (2018). Basic principles of entrepreneurship. Deepublish.
- 13) Syaharuddin, S., Mutiani, M., Handy, MRN, Abbas, EW, & Jumriani, J. (2022). Putting Transformative Learning in Higher Education Based on Linking Capital. Journal of Education and Learning (EduLearn)
- 14) Sunarya, PA, & Saefullah, A. (2011). Entrepreneurship. Andi Publisher.
- 15) Suryana, Y., & Bayu, K. (2012). Entrepreneurship: An Approach to the Characteristics of Successful Entrepreneurs, 2nd Edition. Kencana.

5th Semester

Module number AMPP5501	Module name Social Studies Research Study		
Type of course Content Knowledge	Semester / Rotation 5	Student capacity: 30	
Teaching methods Discovery Learning, Problem Based Learning, Case Study, and Project Based Learning	Prerequisites for attendance None	Language English	
Type of examination (Final Grade Composition) Book Review (SWOT analysis of social issues based on ethnopedagogical studies in a logical, systematic, and critical manner in Social Science research) (8%) Writing IPS proposals IPS research (52%) Mid-Semester exams (16%) Final Semester Exam (24%)		Credits (+Workload in hours) 3 (50 Lectures + 120 Projects + 47.44 Exercises) ECTS (+Workload in hours) 3 credits x 1.6 = 4.8 4.8 x 45.3 = 217.44	
Module coordinator Prof. Dr. Bambang Subiyakto, M.Hum		Semester week hours: 217.44O'clock	
Additional teachers involved: Prof. Dr. Ersis Warmansyah Abbas, M.Pd			
Syllabus Social Studies Research is a course designed to equip students with the skills to construct research, both in education and social sciences, based on social issues in society in a logical, systematic, and critical manner. Social studies research is based on social problems and realities in society through multidisciplinary, interdisciplinary, and transdisciplinary approaches. Students' understanding of the paradigms, types of research, methodologies, and techniques of social studies (IPS) serves as a foundation for understanding the fields of study and methods that can be used in social studies.asocial studies research			
Learning goals and qualifications in this module students learn to: CMPK 1: Designing and examining social issues as a basis for developing research problems in Social Studies Education CPMK 2: Compiling and determining simple social studies research methods			
Classification of cognitive skills following Bloom (1956): Sub-CPMK1: Identifying social issues as a field of study for Social Studies research Sub-CPMK2: Systematically examining social issues in society for Social Studies Education research Sub-CPMK3: Identifying elements and paradigms of Social Studies Education research methods Sub-CPMK4: Outlining types of Social Studies research methods with multidisciplinary, interdisciplinary, and transdisciplinary approaches Sub-CPMK5: Implementing writing of Social Studies research proposals by prioritizing ethnopedagogical studies			
Core readings: Abbas, EW, Handy, MRN, Shaleh, RM, & Hadi, NTFW 2021. Lok Baintan Floating Market: The Ecotourism Potential of Rural Communities. In 2nd International Conference on Social Sciences Education (ICSSE 2020). Atlantis Press. Abbas, EW, Subiyakto, B., Mutiani, M., Jamaluddin, J., & Syahrin, MA 2017. Social Life of Islamic Students on the Riverbanks of Martapura City as a Source of Social Studies Learning (Research Report). Banjarmasin: Social Studies Education. Aswar, Saifudin. 2004. Reliability and Validity. Jakarta: Pustaka Pelajar.			

Bailey, Kenneth D. 1978. *Methods of Social Research*. London: Free Press.

Creswell W. John. 2013. *Research Design Qualitative, Quantitative, and Mixed Approaches*. Yogyakarta: Pustaka Pelajar.

Moleong, Lexy J. 2004. *Qualitative Research Methodology*. Bandung: Rosdakarya.

Mutiani, M., Supriatna, N., Abbas, EW, Wiyanarti, E., & Jumriani, J. 2022. Green Village: Bonding and Bridging Social Capital in Developing Sustainable Local Tourism. *Community Journal*, 14 (2).

Purwanto, Erwan A. and Dyah Ratih Sulistyastuti. 2007. *Quantitative Research Methods: For Public Administration and Social Problems*. Yogyakarta: Gava Media.

Setiawan, Deny, and Maulana Arafat Lubis. 2022. *Social Sciences with an Ethnopedagogical Perspective*. Jakarta: Prenada Media.

Subiyakto, B., Susanto, H., & Mutiani, M. 2017. The Relevance of Multicultural Approach Through Social Studies Education. In 1st International Conference on Social Sciences Education" Multicultural Transformation in Education. *Social Sciences and Wetland Environment (ICSSE 2017)*. Atlantis Press.

Yin, Robert K. 2013. *Design & Method Case Study*. Jakarta: Raja Grafindo Persada.

Module number AKPP4507	Module name Social Studies Learning Strategy		
Type of course Pedagogical Content Knowledge		Semester / Rotation 5	Student capacity:30
Teaching methods Discovery Learning, Problem Based Learning, Project Based Learning		Prerequisites for attendance Student Development Learning and Teaching Teaching Profession Social Studies Learning Planning Social Studies Textbook Review	Language Indonesia (regular) English (international)
Type of examination (Final Grade Composition) Create a paper about various types of social studies learning strategies(8%) Creating learning scenarios by utilizing technology-based media based on observation results (4%), Mid-Semester Exam (8%) Creating learning scenarios by utilizing technology-based media based on observation results(24%) Final Semester Exam (32%)			Credits (+Workload in hours) 3 (30 Lectures + 45 Project Work + 45 Exercises) ECTS (+Workload in hours) 3 credits x1.6 = 4.8equivalent to 25 hours x 4.8 = 120 hours 30 hours of face-to-face class time + 45 hours of structured assignments + 45 hours of independent assignments = total 120 hours)
Module coordinator Dr. Syaharuddin, MA			Semester week hours: 120 hours
Additional teachers involved:Dr. Mutiani, M.Pd & Raihanah Sari, M.Pd			
Syllabus The Social Studies learning strategies course is designed to provide students with a better understanding of learning theories, strategies, approaches, models, methods, and techniques. This course is designed to equip students to effectively understand, select, and implement the stages of social studies learning. This course utilizes blended learning. Blended learning is then implemented offline in class and/or Unib LMS at https://elearning.ulm.ac.id/ , while online using Google Classroom or Zoom meeting. The material presented isDevelopment of learning theories; Factors influencing the selection, approach, strategy, model, method and technique of social studies learning (Continued); Social studies learning approach (Continued); Variety of learning strategies; Concept of digital-based Learning Management System (LMS); Importance of digital-based LMS-based learning in social studies learning at junior high school level; Social studies learning strategy; Social studies learning model; Social studies learning method; Technology and communication-based social studies learning technique; Cybernetic Education Philosophy; Social studies learning practice in the classroom (continued)			
Learning goals and qualifications in this module students learn to: <ul style="list-style-type: none">- Identifying various social studies learning strategies (C2, A2, P2)- Selecting learning strategies that are relevant to junior high school social studies learning (C4, A3, P5)- Explaining the importance of a digital-based Learning Management System (LMS) in social studies learning (C2, A2, P2)- Supporting learning strategies in social studies learning practices by utilizing information and communication technology (C5, A4, P3)- Describe the philosophy of cybernetic education in social studies learning strategies (C4, A4, P4)			

- Implementing social studies learning strategies in learning practices (C3, A3, P3)

Core readings:

- 1) Almuchtar, Suwama. 2008. Social Studies Education Learning Strategies. Bandung: Gelar Pustaka Mandiri.
- 2) Almuchtar, Suwama. 2014. Epistemology of Social Studies Education. Bandung: Wahana Jaya Abadi
- 3) Bruce Joyce. 2011. Models of Teaching (Teaching Models: translation). Yogyakarta: Pustaka Pelajar
- 4) Hill, F. Winfred. 2009. Theories of Learning: Conception, Comparison, and Significance. Bandung: Nusa Media.
- 5) Martinis Yamin. 2005. Competency-Based Learning Strategy. Jakarta: Gunung Persada Press.
- 6) Mutiani, M., Supriatna, N., Abbas, EW, Rini, TPW, & Subiyakto, B. (2021). Technological, pedagogical, content knowledge (TPACK): A discussions in learning innovation on social studies. The Innovation of Social Studies Journal, 2(2), 135-142.
- 7) Mutiani, M., Supriatna, N., Wiyanarti, E., Alfisyah, A., & Abbas, EW (2021). Kuhnian's Paradigmatic Analysis Method As a Solution of Abstract Thinking Difficulties in Social Studies. Al-Ishlah: Journal of Education, 13(3), 1653-1662.
- 8) NCSS. (1994). The Curriculum Standards for Social Studies Expectations of Excellence National Council for The Social Studies. United States of America: NCSS Board.
- 9) Sanjaya, Wina. 2013. Learning Strategy Oriented to Educational Process Standards. Jakarta: Prenada Media.
- 10) Sapriya. 2012. Social Studies Education: Concepts and Learning. Bandung: Rosdakarya Youth.
- 11) Syaharuddin, S., and Mutiani, M. 2020. Social Studies Learning Strategies: Concepts and Applications. Banjarmasin.
- 12) Trianto. 2007. Innovative Constructivism-Oriented Learning Models. Jakarta: Prestasi Pustaka.

