Module handbook for the Integration course

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

2025

Module number	Module name
AKPP4507	Social Sciences Learning Strategy

Type of course	Semester / Rotation	Student capacity:
Pedagogical Content Knowledge	5	30

Teaching methods	Prerequisites for attendance	Language
Discovery Learning, Problem Based Learning, Project Based Learning	Student Development Learning and Study Teaching Profession Social Sciences Learning Planning Social Sciences Textbook Review	Indonesia (regular) English (international)

Type of examination (Final Grade Composition)	SKS (+Workload in hours)
Making a paper about various types of Social Sciences 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%)	3 (30 hours of face-to-face in class + 45 hours of structured assignments + 45 hours of independent assignments = total 120 hours) **ECTS (+Workload in hours)** 3 credits x 1.6 = 4.8 equivalent to 25 hours x 4.8 = 120 hours 30 hours of face-to-face in class + 45 hours of structured assignments + 45 hours of independent assignments = total 120 hours))

Module coordinator	Semester week hours:
Dr. Syaharuddin, MA	120 hours

Additional teachers involved:
Dr. Mutiani, M.Pd Dr. Raihanah Sari, M.Pd

Syllabus

The Social Sciences learning strategy course is presented to understand the theory of learning, types of learning strategies, various approaches, models, methods and learning techniques. This course is expected to be a provision for students in carrying out their duties as Social Sciences teachers so that they can understand, choose and apply the stages of Social Sciences learning properly. In this course, the learning process is carried out with 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 material presented isDevelopment of learning theories; Factors influencing the selection, approach, strategy, model, method and technique of Social Sciences learning (Continued); Social Sciences learning approach (Continued); Variety of learning strategies; Concept of digital-based Learning Management System (LMS); Importance of digital-based LMS-based learning in Social Sciences learning at junior high school level; Social Sciences learning strategy; Social Sciences learning model; Social Sciences learning method; Social Sciences learning technique based on technology and

communication; Philosophy of Cybernetic Education; Practice of Social Sciences learning in the classroom (continued)

Learning goals and qualifications in this module students learn to:
- Identifying various Social Sciences learning strategies (C2, A2, P2)
- Choosing learning strategies that are relevant to junior high school Social Sciences learning (C4, A3, P5)
- Explaining the importance of a digital-based Learning Management System (LMS) in Social Sciences learning (C2, A2, P2)
- Supporting learning strategies in Social Sciences learning practices by utilizing information and communication technology (C5, A4, P3)
- Describe the philosophy of cybernetic education in Social Sciences learning strategies (C4, A4, P4)
- Implementing Social Sciences learning strategies in learning practices (C3, A3, P3)

Core readings:

1) Almuchtar, Suwarma. 2008. Social Sciences Education Learning Strategy. Bandung: Gelar Pustaka Mandiri.
2) Almuchtar, Suwarma. 2014. Epistemology of Social Sciences Education. Bandung: Wahana Jaya Abadi
3) Abbas, EW, Rusmaniah, R., Yusup, Y., & Rival, M. (2021, September). Training in making learning media in the form of interesting photos for teachers to increase student learning motivation at SMPN 7 Banjarmasin. DIPA Faculty of Teacher Training and Education ULM.
4) Abbas, EW, Nugroho Putro, HP, Mutiani, M., Sari, R., Rezky Noor Handy, M., Ilhami, MR, Puspita, RMC, Ramadhani, MA, & Athala, MA (2024, July). Socialization of the application of Social Sciences learning media based on local wisdom with Android applications for Social Sciences teachers in Banjarmasin City. DIPA ULM.
5) Bruce Joyce. 2011. Models of Teaching (Model-model Pengajaran: translation). Yogyakarta: Pustaka Pelajar
6) Hill, F. Winfred. 2009. Theories of Learning: Conception, Comparison, and Significance. Bandung: Nusa Media.
7) Martinis Yamin. 2005. Competency Based Learning Strategy. Jakarta: Gunung Persada Press.
8) Mutiani, M., Supriatna, N., Abbas, EW, Rini, TPW, & Subiyakto, B. (2021). Technological, pedagogical, content knowledge (TPACK): A discussions in learning innovation on Social Sciences. The Innovation of Social Sciences Journal, 2(2), 135-142.
9) 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 Sciences. Al-Ishlah: Journal of Education, 13(3), 1653-1662.
10) NCSS. (1994). The Curriculum Standards for Social Sciences Expectations of Excellence National Council for The Social Sciences. United States od America: NCSS Board.
11) Nugroho Putro, HP, Hidayat Putra, MA, Hayati, A., Izmi, N., & Zulfah, S. (2022, March). Training of purun-based inquiry learning model for peatland environmental learning resources for Social Sciences teachers in Barito Kuala Regency. DIPA ULM.
12) Sanjaya, Wina. 2013. Learning Strategy Oriented to Educational Process Standards. Jakarta: Prenada Media.
13) Sapriya. 2012. Social Sciences Education: Concepts and Learning. Bandung: Remaja Rosdakarya.
14) Syaharuddin, S., and Mutiani, M. 2020. Social Sciences Learning Strategies: Concepts and Applications. Banjarmasin.
15) Subiyakto, B., Jumriani, J., Yusup, Y., & Azizah, N. (2022, November). Partnership program for compiling student worksheets (LKPD) for Social Sciences teachers based on MSMEs in Banjarmasin City. DIPA ULM.
16) Subiyakto, B., Nugroho Putro, HP, Jumriani, J., Ramadhan, MA, Ramiadani, AK, & Yusuf, M. (2023, June). Partnership program with the We Inspire Community in innovation of educational game learning media for Android based on local products. DIPA ULM.
17) Syaharuddin, S., Rusmaniah, R., Razi, MF, Emelia, E., & Annisa, N. (2023, June). Training on making animated videos using the Canva application as a smartphone-based learning media at SMPN 13 Banjarmasin. DIPA ULM.

18) Subiyakto, B., Syaharuddin, S., Jumriani, J., Rusmaniah, R., Triyono, S., Jannah, F., Shofi, G., Hairunisa, H., & Aminah, S. (2024, July). Assistance in the use of digital teaching materials with the Flipbook Maker application for Social Sciences teachers in Banjarbaru City. DIPA ULM.
19) Trianto. 2007. Innovative Learning Models Oriented to Constructivism. Jakarta: Prestasi Pustaka.

Module number AMPP5501	Module name Social Sciences 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 logically, systematically and critically in social science research) (8%) Writing IPS proposals IPS research (52%) Mid-Semester Exam (16%) Final Semester Exam (24%)		**SKS (+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 Sciences Research Study is a course to provide students with the ability to construct research, both in education and social based on social issues in society logically, systematically, and critically. Social Sciences research is based on social problems and realities in society through multidisciplinary, interdisciplinary, and transdisciplinary		

approaches. Students' understanding of the paradigm, types of research, methodology, and techniques of social research (IPS) as a foundation for understanding the fields of study and methods that can be used inaSocial Sciences 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 Sciences Education

CPMK 2: Compiling and determining simple IPS research methods

Classification of cognitive skills following Bloom (1956):

Sub-CPMK1: Identifying social issues as a field of study for Social Sciences researchSub-CPMK2: Examining social issues in society for Social Sciences Education research systematically

Sub-CPMK3: Identifying elements and paradigms of Social Sciences education research methodsSub-CPMK4: Outlining types of Social Sciences research methods with multidisciplinary, interdisciplinary, and transdisciplinary approachesSub-CPMK5: Implementing Social Sciences research proposal writing 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 Santri on the Banks of the Martapura City River as a Source of Social Sciences Learning (Research Report). Banjarmasin: Social Sciences Education.

Abbas, EW, Ilhami, MR, Yusup, Y., Hairunisa, H., & Puspita, RMC (2023, June).*MGMP IPS partnership program to improve the ability to compile PTK for IPS teachers in Banjarbaru City*. DIPA ULM.

Aswar, Saifudin. 2004. Reliability and Validity. Jakarta: Pustaka Pelajar.

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

Bambang Subiyakto, B., Rezky Noor Handy, M., Maulana, A., & Azizah, N. (2021, August).*Fire disaster mitigation counseling in densely populated settlements in Banua Anyar Subdistrict, Banjarmasin City*. DIPA Faculty of Teacher Training and Education ULM.

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 Sciences 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. Case Study Design & Methods. Jakarta: Raja Grafindo Persada.

Hasanah, M., Hidayat Putra, MA, Rezky Noor Handy, M., Zulfah, S., & Laili, N. (2023, June).*Scientific writing training for Social Sciences teachers at SMPN 30 Banjarmasin as an effort to improve teacher professionalism*. DIPA ULM.

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 papers on the basic theories and concepts of local wisdom (7.5%) Integrated Learning Plan Project (31%) Mid-Semester Exam (30%), Case Study of Ethnopedagogy Implementation (24%) UAS(16%%)		**SKS (+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 the context of education. Local wisdom includes 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 the 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 Sciences Education; Ethnopedagogy-Based Learning Methods and Strategies; Implementation of Ethnopedagogy in Social Sciences 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 Sciences learning.

CPMK2: Able to design Social Sciences learning by utilizing local community wisdom and science and technology

CPMK3: Able to apply ethnopedagogy-based learning designs to Social Sciences learning

Classification of cognitive skills following Bloom (1956):

Sub-CPMK1:Identifying the basic concepts of ethnopedagogyDesigning Social Sciences 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 Sciences learning plan that integrates ethnopedagogy and local wisdom (C6, A4, P4)

Sub-CPMK4:Analyzing the application of ethnopedagogy in the context of Social Sciences 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-Based Tourism Development on the Riverbanks of Banjarmasin City
3) Abbas, EW, & Rusmaniah, R. (2022). Development of Social Sciences 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 Sciences Teaching Materials as an Effort to Strengthen Student Understanding. The Innovation of Social Sciences Journal, 4(1), 11-33.
5) Abbas, EW, Rusmaniah, R., Musriana, W., Yusup, Y., & Azizah, N. (2022, November). Training on the preparation of Social Sciences textbooks based on the Banjar cultural community through the MGMP IPS partnership program in Banjarbaru City. DIPA ULM.
6) Ernest Cassirer .1987. Man and Culture. Jakarta: Gramedia
7) HAR Tilaar .1999. Several Agendas for National Education Reform: In the Perspective of the 21st Century. Magelang: Indonesia Terra
8) HAR Tilaar .2004. Multiculturalism. Jakarta: Grasindo
9) Harsoyo (1972). Introduction to Anthropology. Jakarta: BinaCipta
10) Hasni, H., Mutiani, M., Holilah, M., Jumriani, J., & Abbas, EW (2024). Local Studies for Social Sciences Education.
11) 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 Sciences. JIPSINDO (Indonesian Journal of Social Science Education), 11(1), 1-9.

12) Imam Barnadib. 1986. Basics of Comparative Education. Yogyakarta: Institute Press IKIP Yogyakarta

13) James P. Spradley. 2007. Ethnographic Methods (Second Edition). Yogyakarta: TiaraWacana

14) 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 Sciences Journal, 4(2), 108-115.

15) Kaplan. 1990. Cultural Theory. Jakarta: PustakaPelajar

16) Koentjaraningrat. 1990. History of Anthropological Theory I and II. Jakarta: UI Press

17) Koentjaraningrat. 1994. Culture and Development Mentality. Jakarta: Gramedia

18) Lucy Mair. 1984. Anthropology and Development. London: Macmillan PressLasprita, L., Subiyakto, B., Jumriani, J., Rusmaniah, R., & Putra, MAH (2023). Social Behavior of River Bank Communities in Banua Anyar. The Innovation of Social Sciences Journal, 4(2), 132-138.

19) 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.

20) Rajiani, I., Hadi, S., Laili As Syifa, N., Ansari, AH, & Aditiyas, MRD (2023, June). POKDARWIS Ceria partnership program to improve understanding of the seven charms of the community in the Banjarmasin culinary tourism area. DIPA ULM.

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%)		**SKS (+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: Dr. Raihanah Sari, M.Pd		

Syllabus

Entrepreneurship courses are presented to form the competence of Social Sciences education students to analyze entrepreneurial concepts, marketing strategies and design businesses to be able to practice entrepreneurship by students. 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 process and analysis produced in learning. Competencies that students will achieve such as: Identifying community characteristics and social problems in the surrounding area; Analyzing local potential as an opportunity for entrepreneurship; 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 marketing materials online and offline; Applying marketing strategies to the product sales process.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 material presented isKCharacteristics of Banjarmasin society; Life of river communities; Potential of wetlands; Demographics of Banjarmasin residents; Reading market opportunities; Business plan; Product name and logo; Packaging design; Marketing strategy; Determination of 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 and 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 Sciences. 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 the Spirit of Entrepreneurship. 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. Hasanah, M., Jumriani, J., Juliana, N., & Kiranti, KP (2021, September). Assistance in digital-based marketing strategy training for tanggui craftsmen on the banks of the Kuin River, North Alalak District, Banjarmasin. DIPA, Faculty of Teacher Training and Education, ULM.
6) Hidayat Putra, MA, Rajiani, I., Muttaqin, MA, & Rahman, T. (2021, September). T-shirt design training based on Adobe Photoshop and Corel Draw applications with the theme of city branding of Banjarmasin City. DIPA Faculty of Teacher Training and Education ULM.
7) 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.
8) Kiyosaki, RT, 2022. Rich Dad, Poor Dad.
9) Muchson, M., & MM, S. (2017). Entrepreneurship. Guepedia.
10) 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: Journal of Education, 14(2), 1669-1680.
11) Introduction to Entrepreneurship.
12) Sari, R., & Hasanah, M. (2022). Entrepreneurship education.
13) Shalahuddin, I., Maulana, I., & Eriyani, T. (2018). Basic principles of entrepreneurship. Deepublish.
14) 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)
15) Sunarya, PA, & Saefullah, A. (2011). Entrepreneurship. Andi Publisher.
16) Suryana, Y., & Bayu, K. (2012). Entrepreneurship: An Approach to the Characteristics of Successful Entrepreneurs Ed. 2. Kencana. Syaharuddin, S., Rezky Noor Handy, M., Rajiani, I., Pradana, RP, & Nurkamilah, N. (2022, December). Digital marketing training for MSMEs in an effort to support promotional and marketing activities in Banua Anyar Village, Banjarmasin City. DIPA ULM.

Module number AKBK3101	Module name Basic Concepts of Social Sciences	
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%) Creating concept maps in infographic form (20%) Mid-Semester Exam (20%), Making short videos of Social Sciences teaching materials based on social issues (20%) Final Semester Exam (25%)		**SKS (+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 concept of Social Sciences course is presented to understand the nature of Social Sciences learning. Reviewed by definition, Social Sciences (Social Sciences/Social Science Education) is an integration of the Humanities		

and Social Sciences to improve students' competence as citizens. Social Sciences (IPS) are designed based on social problems and realities with an interdisciplinary, multidisciplinary, and transdisciplinary approach. The study of Social Sciences education begins with the development of Social Sciences according to the National Council of Social Sciences (NCSS), definitions, principles, foundations, characteristics, and basic concepts of various social science disciplines that form the "body of knowledge" of Social Sciences. The competencies that will be achieved and mastered by students are: Describing the concept of Social Sciences education referring to several sources; Analyzing the philosophical foundations of Social Sciences education; Identifying social issues in society for pedagogical purposes in the form of infographics; Choosing relevant social issues for Social Sciences teaching materials; Distinguishing integrated Social Sciences practices at the Junior High School/equivalent (SMP) level. In this course, the learning process is carried out with 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 Social Sciences (IPS) according to the National Council of Social Sciences (NCSS); Reform of Social Sciences Education in Indonesia; Philosophical foundations of Social Sciences Education; Group of social sciences in the study of Social Sciences Education; Description of 7 (seven) Social Sciences; geography, history, economics, anthropology, sociology, politics, and psychology; Relationship between social science concepts and social problems; Social Sciences Learning in Junior High School; Social skills in Social Sciences Education; Decision Making and Problem Solving.

Learning goals and qualifications in this module students learn to:
CPMK1: Able to examine the concept of Social Sciences Education in the Social Sciences group
CPMK2: Able to connect social issues in society for pedagogical purposes
CPMK3: Able to examine integrated Social Sciences learning problems at the junior high school/equivalent (SMP) level.

Classification of cognitive skills following Bloom (1956):

Sub-CPMK1:Describing the concept of Social Sciences Education referring to several sources (C1, A1)
Sub-CPMK2:Analyzing the philosophical basis of Social Sciences 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 Sciences teaching materials (C4, A3)
Sub-CPMK5:Differentiating integrated Social Sciences 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 Sciences Education Based on River Tourism. Banjarmasin: Social Sciences Education Study Program, FKIP, Lambung Mangkurat University.

2) Abbas, EW, Rusmaniah, R., Mutiani, M., Putra, MAH, & Jumriani, J. (2022). Integration of River Tourism Content in Social Sciences Teaching Materials as an Effort to Strengthen Student Understanding. The Innovation of Social Sciences Journal, 4(1), 11-33.

3) Almuchtar, Suwarma. (2014). Epistemology of Social Sciences Education. Bandung: Wahana Jaya Abadi.

4) George, W. Maxim. (2010). Dynamic Social Sciences For Constructivist Classrooms: Inspiring Tomorrow's Social Scientists, Ninth Edition. USA: Pearson Education.Inc.

5) Muhammad Nu'man Somantri. (2001). Initiating Renewal of Social Sciences Education. 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 Sciences. Al-Ishlah: Journal of Education, 13(3), 1653-1662.

7) National Council for the Social Sciences. TT. The Curriculum Standards for Social Sciences: Expectations for Excellence.USA: Library of Congress Cataloging.

8) Roberta Woolever And Kathryn P. Scott. (1987). Active Learning In Social Sciences: Promoting Cognitive and Social Growth. USA: Library of Congress Cataloging

9) Richard E. Gross, etc. (1978). Social Sciences For Our Times.USA:Library Of Congress Cataloging.

10) Singer. Road. (2009). Social Sciences for Secondary Schools; Teaching to Learn, Learning to Teach (3rd Edition). New York; Rouledge.

11) Said Hamid Hasan. (1996). Social Sciences Education. Jakarta: Ministry of Education and Culture.

12) Supardan, Dadang. (2014). Social Sciences Education: Philosophical Perspective, Curriculum, and Learning. Bandung: Indonesian University of Education.

13) Syaharuddin, S., Herry Porda Nugroho Putro, HPN, Munawarah, M., & Musriana, W. (2021, September). Problem-solving skills training for adolescents at the Aisyiah Orphanage, Banua Anyar Village-Banjarmasin. DIPA Faculty of Teacher Training and Education ULM.