



**Universitas Negeri Surabaya  
Fakultas Ilmu Sosial dan Hukum  
Program Studi S2 Pendidikan Geografi**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK)  | KODE   | Rumpun MK   | BOBOT (sks)             |     |           | SEMESTER                                | Tgl Penyusunan |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|---|--|---|-------------------------|-----|-----------|---|----------------|-----------|-------|-------|--------|----|----|--------|----|----|--------|--|--|--------|--|--|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Geografi Fisik Lanjut   | 8710220001   | Mata Kuliah Wajib Program Studi   | T=2                     | P=0 | ECTS=4.48 | 1                                       | 28 April 2023  |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| OTORISASI   | <b>Pengembang RPS</b>  |   | <b>Koordinator RMK</b>  |     |           | <b>Koordinator Program Studi</b>        |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | Dr. Nugroho Hari Purnomo, M,Si   |   | Dr. Muzayannah, St. M.T |     |           | Dr. Sukma Perdana Prasetya, S.Pd., M.T. |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Model Pembelajaran</b>   | <b>Project Based Learning</b>  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Capaian Pembelajaran (CP)</b>  | <b>CPL-PRODI yang dibebankan pada MK</b>   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPL-5</b>   | Mampu memecahkan permasalahan keilmuan melalui kegiatan penelitian dan pengembangan dengan pemanfaatan teknologi geografi berdasarkan kaidah ilmiah   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPL-9</b>   | Menguasai dinamika permasalahan kewilayahan berdasarkan konsep dan pendekatan ilmu geografi guna memecahkan permasalahan penataan potensi wilayah dengan pemanfaatan teknologi geografi   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 1</b>  | Memiliki sikap akademik yang berkarakter inklusif dan egaliter dalam berbagai situasi   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 2</b>  | Mampu menjelaskan dinamika lahan dalam konteks geomorfologi terapan   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 3</b>  | Mampu menjelaskan permasalahan kemaritiman dalam konteks geografi fisik   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 4</b>  | Mampu menjelaskan permasalahan perubahan iklim dalam konteks geografi fisik   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>CPMK - 5</b>  | Mampu merumuskan permasalahan perubahan lingkungan global   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <b>Matrik CPL - CPMK</b>   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   |  | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>CPMK</th> <th>CPL-5</th> <th>CPL-9</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td></tr> <tr><td>CPMK-4</td><td></td><td></td></tr> <tr><td>CPMK-5</td><td></td><td></td></tr> </tbody> </table> |                         |     |           |   |                | CPMK      | CPL-5 | CPL-9 | CPMK-1 |    |    | CPMK-2 |    |    | CPMK-3 |  |  | CPMK-4 |  |  | CPMK-5 |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK   | CPL-5   | CPL-9                   |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK-1   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK-2   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | CPMK-3   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-5  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b> |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>CPMK-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>CPMK-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>CPMK-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> <tr><td>CPMK-4</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>CPMK-5</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> </tbody> </table> |   |                         |     |           |   | CPMK           | Minggu Ke |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | CPMK-1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | CPMK-5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK  | Minggu Ke  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|   | 1  | 2   | 3                       | 4   | 5         | 6                                       | 7              | 8         | 9     | 10    | 11     | 12 | 13 | 14     | 15 | 16 |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-1  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-2  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-3  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-4  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CPMK-5  |  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Deskripsi Singkat MK</b>   | Membahas permasalahan perubahan lingkungan global dalam konteks ruang geografi fisik sebagai akibat dinamika lahan yang berinteraksi dengan wilayah laut sehingga memicu perubahan iklim.  |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Pustaka</b>  | <b>Utama :</b>   |   |                         |     |           |   |                |           |       |       |        |    |    |        |    |    |        |  |  |        |  |  |        |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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6. Pendukung:Mavi, Harpal S.; Tupper, Graeme J.(2004). Principles and Applications of Climate Studies in Agriculture. London : Food Products Press
7. Grapes, R. H.; Oldroyd, D.; Grigelis, A. (2008). History of Geomorphology and Quaternary Geology. London : The Geological Society
8. Modul-Modul Pengarus utamaan perubahan iklim dalam perencanaan pembangunan daerah. Kementerian PPN/Bappenas

**Pendukung :**

**Dosen Pengampu** Dr. Nugroho Hari Purnomo, S.P., M.Si.  
Dr. Aida Kurniawati, S.Pd., M.Si.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian  |  | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] |   | Materi Pembelajaran [ Pustaka ]  | Bobot Penilaian (%) |
|--------|---|--|--|--|---|--|---------------------|
|        |   | Indikator  | Kriteria & Bentuk  | Luring (offline)   | Daring (online)                                     |  |                     |
| (1)    | (2)   | (3)  | (4)  | (5)  | (6)   | (7)  | (8)                 |
| 1      | Paham cakupan geografi fisik                    | <ol style="list-style-type: none"> <li>1. Menjelaskan konsep geografi fisik</li> <li>2. Menjelaskan posisi geografi fisik dalam ilmu geografi</li> </ol>                 | <p><b>Kriteria:</b> Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p> | Ceramah, diskusi bervariasi, dan tanya jawab 2 X 50                              | Ceramah, diskusi bervariasi, dan tanya jawab 2 x 50 | <b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor & Francis<br><b>Pustaka:</b> | 10%                 |
| 2      | Analisis dalam geografi fisik                   | <ol style="list-style-type: none"> <li>1. Menjelaskan batas ruang dalam kajian geografi fisik</li> <li>2. Menjelaskan skala ruang dalam kajian geografi fisik</li> </ol> | <p><b>Kriteria:</b> Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p> | Ceramah, diskusi bervariasi, tanya jawab 2 X 50                                  | Ceramah, diskusi bervariasi, dan tanya jawab 2 x 50 | <b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor & Francis<br><b>Pustaka:</b> | 5%                  |
| 3      | Analisis dalam geografi fisik                   | Melakukan analisis geografi fisik  | <p><b>Kriteria:</b> Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p> | Penugasan berbasis kontekstual lerning 2 X 50                                    | Penugasan berbasis kontekstual lerning 2 x 50       | <b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor & Francis<br><b>Pustaka:</b> | 10%                 |
| 4      | Paham dinamika perubahan iklim                  | <ol style="list-style-type: none"> <li>1. Menjelaskan konsep-konsep terkait iklim</li> <li>2. Menjelaskan karakteristik iklim tropis</li> </ol>                          | <p><b>Kriteria:</b> Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p> | Ceramah, diskusi bervariasi 2 X 50   | Ceramah, diskusi bervariasi 2 x 50                  | <b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor & Francis<br><b>Pustaka:</b> | 10%                 |

|   |  |   |  |   |   |   |    |
|---|--|---|--|---|---|---|----|
| 5 | Paham dinamika perubahan iklim         | Menjelaskan dinamika perubahan iklim di wilayah tropis                                | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p> | Ceramah, diskusi bervariasi<br>2 X 50             | Ceramah, diskusi bervariasi<br>2 x 50             | <p><b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor &amp; Francis</p> <p><b>Pustaka:</b></p>   | 5% |
| 6 | Paham Bentuklahan dan terapannya       | Menjelaskan konsep bentuklahan meliputi relief, proses, struktur, material, dan waktu | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                       | Ceramah, diskusi bervariasi<br>2 X 50             | Ceramah, diskusi bervariasi<br>2 x 50             | <p><b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor &amp; Francis</p> <p><b>Pustaka:</b></p>   | 5% |
| 7 | Paham Bentuklahan dan terapannya / UTS | Melakukan identifikasi Bentuklahan untuk analisis potensi sumberdaya                  | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                       | Penugasan berbasis kontekstual learning<br>2 X 50 | Penugasan berbasis kontekstual learning<br>2 x 50 | <p><b>Materi:</b> Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor &amp; Francis</p> <p><b>Pustaka:</b></p>   | 5% |
| 8 | Paham Bentuklahan dan terapannya / UTS | Melakukan identifikasi Bentuklahan untuk analisis potensi sumberdaya                  | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p>   | Penugasan berbasis kontekstual learning<br>2 X 50 |   |   | 0% |
| 9 | Paham Bentuklahan dan terapannya       | Melakukan identifikasi Bentuklahan untuk analisis potensi kebencanaan                 | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                       | Penugasan berbasis kontekstual learning<br>2 X 50 | Penugasan berbasis kontekstual learning<br>2 x 50 | <p><b>Materi:</b> Bentuk lahan dan terapannya</p> <p><b>Pustaka:</b><br/><i>Grapes, R. H.; Oldroyd, D.; Grigelis, A. (2008). History of Geomorphology and Quaternary Geology. London : The Geological Society</i></p> | 0% |

|    |                                |  |  |   |   |   |     |
|----|--------------------------------|--|--|---|---|---|-----|
| 10 | Paham dinamika DAS dan pesisir | <ol style="list-style-type: none"> <li>1. Menjelaskan konsep DAS dan Pesisir</li> <li>2. Menjelaskan keterkaitan DAS dan pesisir penggunaan Lahan</li> </ol>                 | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | Ceramah, diskusi bervariasi<br>2 X 50             | Penugasan berbasis kontekstual learning           | <p><b>Materi:</b> konsep DAS dan Pesisir<br/><b>Pustaka:</b><br/><i>Grapes, R. H.; Oldroyd, D.; Grigelis, A. (2008). History of Geomorphology and Quaternary Geology. London : The Geological Society</i></p> <p><b>Materi:</b> konsep DAS dan Pesisir<br/><b>Pustaka:</b> <i>Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor &amp; Francis</i></p>    | 10% |
| 11 | Paham dinamika DAS dan pesisir | Menjelaskan konsep dan arti penting penggunaan lahan terhadap DAS dan pesisir  | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | Penugasan berbasis kontekstual lerning<br>2 X 50  | Penugasan berbasis kontekstual lerning<br>2 x 50  | <p><b>Materi:</b> dinamika DAS dan pesisir<br/><b>Pustaka:</b> <i>Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor &amp; Francis</i></p>  | 5%  |
| 12 | Paham dinamika DAS dan pesisir | <ol style="list-style-type: none"> <li>1. Menjelaskan dinamika perubahan penggunaan lahan</li> <li>2. Menjelaskan dampak perubahan lahan terhadap DAS dan pesisir</li> </ol> | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | Penugasan berbasis kontekstual learning<br>2 X 50 | Penugasan berbasis kontekstual learning<br>2 x 50 | <p><b>Materi:</b> dinamika DAS dan pesisir<br/><b>Pustaka:</b> <i>Kay, Robert and Alder Jacqueline. (2005). Coastal Planning and Management. New York : Taylor &amp; Francis</i></p> <p><b>Materi:</b> dinamika DAS dan pesisir<br/><b>Pustaka:</b><br/><i>Szabó, József; Dávid, Lóránt; Lóczy, Dénes; (2006). Anthropogenic Geomorphology A Guide to Man-Made Landforms. London : Springer</i></p> | 5%  |

|    |                    |  |  |   |   |  |     |
|----|--------------------|--|--|---|---|--|-----|
| 13 | Paham geomaritiman | Menjelaskan konsep geomaritim dari sudut pandang fisikal | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p> | Penugasan berbasis kontekstual learning<br>2 X 50 | Penugasan berbasis kontekstual learning<br>2 x 50 | <p><b>Materi:</b><br/>Geomaritim<br/><b>Pustaka:</b> Kay, Robert and Alder Jacqueline. (2005). <i>Coastal Planning and Management</i>. New York : Taylor &amp; Francis</p> | 10% |
| 14 | Paham geomaritiman | Menjelaskan konsep geomaritim dari sudut pandang fisikal | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                       | Ceramah, diskusi bervariasi<br>2 X 50             | Ceramah, diskusi bervariasi<br>2 x 50             | <p><b>Materi:</b><br/>Geomaritim<br/><b>Pustaka:</b> Kay, Robert and Alder Jacqueline. (2005). <i>Coastal Planning and Management</i>. New York : Taylor &amp; Francis</p> | 10% |
| 15 | Paham geomaritiman | Menjelaskan sumberdaya dan bencana kemaritiman           | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                       | Penugasan berbasis kontekstual learning<br>2 X 50 | Penugasan berbasis kontekstual learning<br>2 x 50 | <p><b>Materi:</b><br/>Geomaritim<br/><b>Pustaka:</b> Kay, Robert and Alder Jacqueline. (2005). <i>Coastal Planning and Management</i>. New York : Taylor &amp; Francis</p> | 10% |
| 16 | UAS                |  | <p><b>Kriteria:</b><br/>Mahasiswa mampu menjelaskan, mencontohkan, dan menganalisis secara konseptual dan sistematis</p>   | 2 X 50  |   |  | 0%  |

#### Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi                                   | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif                     | 65%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 30%        |
| 3. | Penilaian Portofolio                       | 5%         |
|    |  | 100%       |

#### Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.

10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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Koordinator Program Studi S2  
Pendidikan Geografi



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