



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																			
Geography Basics	8420702001	Skill	T=2 P=0 ECTS=3.18	1	July 17, 2024																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																			
	Dr. Nuansa Bayu Segara, S.Pd., M.Pd.		Dr. Ketut Prasetyo, M.Si.		Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																																			
Learning model	Case Studies																																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																							
	PLO-5	Compile scientific descriptions of study results in scientific papers and be able to disseminate/publish.																																																						
	Program Objectives (PO)																																																							
	PO - 1	Students are able to analyze the nature and development of geographic science, formulate the meaning and benefits of geographic science, and determine the position of geography in social studies education. Through active and contextual learning, students are expected to have an honest, nationalistic and responsible attitude.																																																						
	PLO-PO Matrix																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-5</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>				P.O	PLO-5	PO-1																																																
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PO-1																																																								
PO Matrix at the end of each learning stage (Sub-PO)																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> <td style="padding: 5px;">8</td> <td style="padding: 5px;">9</td> <td style="padding: 5px;">10</td> <td style="padding: 5px;">11</td> <td style="padding: 5px;">12</td> <td style="padding: 5px;">13</td> <td style="padding: 5px;">14</td> <td style="padding: 5px;">15</td> <td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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PO-1																																																								
Short Course Description	This course is a basic course for social studies education students to be able to understand the position of geography in social studies education. This course examines the philosophy of geographic science, the development of science, the essence, approaches and principles of geographic science. The scope of geography such as the atmosphere, lithosphere, biosphere, anthroposphere and hydrosphere is also studied in this lecture. In the end, students are expected to be able to have basic knowledge related to the structure of geographic science and become the basis for students' understanding in social studies learning.																																																							
References	Main :																																																							
	<ol style="list-style-type: none"> 1. Bintarto, R. 1996. Teori dan Pemikiran Geografi . Yogyakarta: Fakultas Geografi UGM. 2. Hagget. 1983. Geography a Modern Synthesis . New York: Harper and Row Publisher. 3. Hartshone R.1998. Perspective on The Nature of Geography . London: John Muray. 4. Sutanto. Tinjauan Khusus Geografi Mutakhir Pada Perguruan Tinggi . Yogyakarta: Fakultas Geografi UGM. 5. Tarbuck, Edward J., Lutgens, Frederick K., and Tasa, Denis. 2009, Earth Science, Pearson International Edition (Twelfth Edition). New Yersey USA: Pearson Education, Inc. New Yersey USA. 6. Yunus, Hadi Sabari. 2007. Konsep dan Pendekatan Geografi Acuan khusus untuk pengembangan wilayah. Disampaikan dalam Rangka Stadium Generale Fakultas Ilmu Sosial, Jurusan Geografi UNESA. Surabaya: Jurusan Geografi FIS UNESA. 																																																							
	Supporters:																																																							
Supporting lecturer	Prof. Dr. Ketut Prasetyo, M.S. Dr. Nuansa Bayu Segara, S.Pd., M.Pd. Muhammad Ilyas Marzuqi, M.Pd.																																																							
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																																	
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																																			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																	

1	Students can explain the history of the development of knowledge of human geography	Explain the history of the development of human geographical knowledge	Criteria: formative Form of Assessment : Participatory Activities	1. Students read to understand a case about the "development of human knowledge" in the world. 2. Students identify the facts related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students explain the results of collaborative work. 2 X 50	1. Students read to understand a case about the "development of human knowledge" in the world. 2. Students identify the facts related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students explain the results of collaborative work. 2 X 50	Material: Development of Geography Knowledge. Literature: Bintarto, R. 1996. <i>Geography Theory and Thought</i> . Yogyakarta: Faculty of Geography UGM.	5%
2	Students can analyze the development of Geography	Explains analyzing the development of Geography	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze several cases related to the "Spherical Earth View/Development of Geography/How to Calculate the Earth's Circumference" in the world. 2. Students formulate a hypothesis related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze several cases related to the "Spherical Earth View/Development of Geography/How to Calculate the Earth's Circumference" in the world. 2. Students formulate a hypothesis related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Development of Geography Knowledge. Literature: Bintarto, R. 1996. <i>Geography Theory and Thought</i> . Yogyakarta: Faculty of Geography UGM.	5%
3	Students can analyze various epistemologies of geographic science	Geography Epistemology	Criteria: Formative Form of Assessment : Project Results Assessment / Product Assessment	1. Students analyze several cases related to "Case from Geographical Phenomena" in the world. 2. Students formulate a hypothesis related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze several cases related to "Case from Geographical Phenomena" in the world. 2. Students formulate a hypothesis related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Geosphere Phenomena Reference: Sutanto. <i>Special Review of Recent Geography in Higher Education</i> . Yogyakarta: Faculty of Geography UGM.	10%
4	Students can formulate the meaning and scope of geography	formulate the meaning and scope of geography	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze cases related to "Geosphere/Scope of Geography". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze cases related to "Geosphere/Scope of Geography". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Scope of Geography Bibliography: Hartshone R.1998. <i>Perspectives on the Nature of Geography</i> . London: John Murray.	5%

5	Students can formulate the meaning and scope of geography	formulate the meaning and scope of geography	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze cases related to "Geosphere/Scope of Geography". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze cases related to "Geosphere/Scope of Geography". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Scope of Geography Bibliography: <i>Hartshone R.1998. Perspectives on the Nature of Geography. London: John Murray.</i>	5%
6	Students can explain several aspects of the geosphere such as atmosphere, biosphere, anthroposphere, hydrosphere, lithosphere	Analyze the biosphere Explain the anthroposphere Explain the hydrosphere Explain the lithosphere	Criteria: Formative Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	1. Students analyze cases related to "Atmospheric phenomena, biosphere, anthroposphere, hydrosphere, lithosphere". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 4 X 50	1. Students analyze cases related to "Atmospheric phenomena, biosphere, anthroposphere, hydrosphere, lithosphere". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Scope of Geography Bibliography: <i>Hartshone R.1998. Perspectives on the Nature of Geography. London: John Murray.</i>	5%
7	Students are able to analyze the usefulness of geography in various aspects of human life.	Analyze the usefulness of geography in various aspects of human life	Criteria: Formative Form of Assessment : Project Results Assessment / Product Assessment	1. Students analyze cases related to "The Usefulness of Geography in Various Fields". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 4 X 50	1. Students analyze cases related to "The Usefulness of Geography in Various Fields". 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Axiology of Geography Reference: <i>Hartshone R.1998. Perspectives on the Nature of Geography. London: John Murray.</i>	10%
8	Students are able to formulate the history of development, understanding, scope and usefulness of geographic science.	Formulate the history of development, understanding, scope and usefulness of geographic science.	Criteria: Formative	MIDDLE SEMESTER EXAMINATION (UTS) 2 X 50	MIDDLE SEMESTER EXAMINATION (UTS) 2 X 50	Material: The Nature of Geography Bibliography: <i>Tarback, Edward J., Lutgens, Frederick K., and Tasa, Denis. 2009, Earth Science, Pearson International Edition (Twelfth Edition). New Jersey USA: Pearson Education, Inc. New Jersey USA.</i>	20%

9	Students can analyze geographic positions in the Social Sciences Education Curriculum.	- Students can explain the meaning of social studies education. - Students can understand the social sciences in social studies education. - Students can analyze geographic positions in the education curriculum.	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze cases related to the "Applicable Social Sciences Curriculum" 2. Students explore data related to cases. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze cases related to the "Applicable Social Sciences Curriculum" 2. Students explore data related to cases. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Geography in Social Sciences Reference: <i>Hagget. 1983. Geography a Modern Synthesis. New York: Harper and Row Publishers.</i>	5%
10	Students can formulate classifications and branches of geography, a science that helps in the study of geography	formulating classifications and branches of geography, auxiliary science in the study of geography	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze the case in the form of a mindmap related to "Branches and Auxiliary Sciences of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze the case in the form of a mindmap related to "Branches and Auxiliary Sciences of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Branches and Auxiliary Sciences of Geography Reference: <i>Bintarto, R. 1996. Geography Theory and Thought. Yogyakarta: Faculty of Geography UGM.</i>	5%
11	Students can formulate classifications and branches of geography, a science that helps in the study of geography	formulating classifications and branches of geography, auxiliary science in the study of geography	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze the case in the form of a mindmap related to "Branches and Auxiliary Sciences of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	1. Students analyze the case in the form of a mindmap related to "Branches and Auxiliary Sciences of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Branches and Auxiliary Sciences of Geography Reference: <i>Bintarto, R. 1996. Geography Theory and Thought. Yogyakarta: Faculty of Geography UGM.</i>	5%
12	Students can analyze the benefits of geography in life including industrial aspects, residential aspects, agricultural aspects, transportation and communication aspects, human resource aspects	Analyzing the benefits of geography in life includes industrial aspects, residential aspects, agricultural aspects, transportation and communication aspects, human resource aspects	Criteria: Formative Form of Assessment : Participatory Activities, Practice/Performance	1. Students analyze the case in the form of a mindmap related to "The Benefits of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 4 X 50	1. Students analyze the case in the form of a mindmap related to "The Benefits of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Benefits of Geography Bibliography: <i>Bintarto, R. 1996. Geography Theory and Thought. Yogyakarta: Faculty of Geography UGM.</i>	5%

13	Students can analyze the benefits of geography in life including industrial aspects, residential aspects, agricultural aspects, transportation and communication aspects, human resource aspects	Analyzing the benefits of geography in life includes industrial aspects, residential aspects, agricultural aspects, transportation and communication aspects, human resource aspects	Criteria: Formative Form of Assessment : Participatory Activities, Practice/Performance	1. Students analyze the case in the form of a mindmap related to "The Benefits of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 4 X 50	1. Students analyze the case in the form of a mindmap related to "The Benefits of Geography" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Benefits of Geography Bibliography: <i>Bintarto, R. 1996. Geography Theory and Thought. Yogyakarta: Faculty of Geography UGM.</i>	5%
14	Students can explain the role of geography in geography education and learning	Analyzing the role of geography in geography education and learning	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze the case in the form of a mindmap related to "Geography Learning Problems" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 4 X 50	1. Students analyze the case in the form of a mindmap related to "Geography Learning Problems" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Geography Learning Library: <i>Hartshone R.1998. Perspectives on the Nature of Geography. London: John Murray.</i>	5%
15	Students can explain the role of geography in geography education and learning	Analyzing the role of geography in geography education and learning	Criteria: Formative Form of Assessment : Participatory Activities	1. Students analyze the case in the form of a mindmap related to "Geography Learning Problems" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 4 X 50	1. Students analyze the case in the form of a mindmap related to "Geography Learning Problems" 2. Students explore data related to the case. 3. Students collaboratively carry out activities to draw conclusions from the data obtained. 4. Students discuss the results of collaborative work. 2 X 50	Material: Geography Learning Library: <i>Hartshone R.1998. Perspectives on the Nature of Geography. London: John Murray.</i>	5%
16	Students can analyze and formulate branches and auxiliary sciences of geography, the role of geography in various aspects of life, learning geography.	analyzing and formulating branches and auxiliary sciences of geography, the role of geography in various aspects of life, learning geography.	Criteria: Test Form of Assessment : Test	FINAL SEMESTER EXAMINATION TEST (UAS) 2 X 50	FINAL SEMESTER EXAMINATION TEST (UAS) 2 X 50	Material: The Nature of Geography Reference: <i>Hagget. 1983. Geography a Modern Synthesis. New York: Harper and Row Publishers.</i>	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	22.5%
3.	Practice / Performance	5%
4.	Test	20%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.