



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
Environmental Education	8420703027	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	Program Objectives (PO)	
	PO - 1	Students are able to understand the environment
	PO - 2	Students are able to understand the concepts of humans and the environment
	PO - 3	Students are able to understand Environmental Philosophy
	PO - 4	Students are able to understand Religion and the Environment
	PO - 5	Students are able to understand Environmental Ethics
	PO - 6	Students are able to identify natural disasters
	PO - 7	Students are able to identify the environmental impacts of anthropocentrism practices
	PO - 8	Midterm exam
	PO - 9	Students are able to analyze the Indonesian environment
	PO - 10	Students are able to analyze Environmental Problem Mitigation Efforts in Indonesia
	PO - 11	Students are able to analyze the development of PLH implementation in Indonesia
	PO - 12	Students are able to design PLH Actions in Indonesia
	PO - 13	Students are able to design PLH Actions in the ASEAN Region and Implement them in Indonesia
	PO - 14	Students are able to design Adiwiyata
	PO - 15	Students are able to implement PLH
PO - 16	Final exams	
PLO-PO Matrix		

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7
PO-8
PO-9
PO-10
PO-11
PO-12
PO-13
PO-14
PO-15
PO-16

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																
PO-14																
PO-15																
PO-16																

Short Course Description Understanding and studying ecological concepts, including principles and concepts of ecosystems, individuals, populations, communities, biotic and abiotic environments, succession, land, water and air ecosystems, their relation to global warming and actions that can be taken every day in order to minimize global warming. Learning is carried out for 1 semester using presentation, discussion and group assignment methods. Assessment is carried out by written tests, participation and portfolios.

References **Main :**

1. Akhadi, M, 2009, Ekologi Energi , Graha Ilmu,
2. Alikodra, H., 2008, Global warming , Nuansa Cendekia,
3. Anonimous, 2010, Laporan pembangunan dunia, pembangunan dan perubahan iklim , Salemba 4,
4. Indriyanto, 2006, Ekologi hutan , Bumi Aksara
5. Irwan, Z.D., 2007, Prinsip-prinsip ekologi, ekosistem, lingkungan dan pelestariannya , Bumi Aksara,

Supporters:

Supporting lecturer Prof. Dr. Ketut Prasetyo, M.S.
Dian Ayu Larasati, S.Pd., M.Sc.

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 are able to understand the concept and definition of ecology. Students are able to understand autecology and synecology	Students are able to understand the environment	Criteria: Formative Form of Assessment : Participatory Activities	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i>	2%
2	Students are able to understand the concepts of humans and the environment	Students are able to understand the concepts of humans and the environment	Criteria: Formative Form of Assessment : Participatory Activities	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i> <hr/> Material: Concepts of Humans and the Environment Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their preservation, Bumi Aksara,</i>	2%
3	Students are able to understand Environmental Philosophy	Students are able to understand Environmental Philosophy	Criteria: Formative Form of Assessment : Participatory Activities	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i> <hr/> Material: Environmental Philosophy Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i>	2%

4	Students are able to understand Religion and the Environment	Students are able to understand Religion and the Environment	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities</p>	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	<p>Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Environmental Philosophy Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Religion and the Environment Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p>	2%
5	Students are able to understand Environmental Ethics	Students are able to understand Religion and the Environment	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities</p>	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	<p>Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Environmental Philosophy Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Religion and the Environment Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p>	2%

6	Students are able to identify natural disasters	Students are able to identify natural disasters	<p>Criteria: Formative</p> <p>Form of Assessment : Participatory Activities</p>	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	<p>Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Environmental Philosophy Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Religion and the Environment Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p> <hr/> <p>Material: Students are able to identify natural disasters. Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i></p>	2%
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7	Students are able to identify the environmental impacts of anthropocentrism practices	Students are able to identify natural disasters	Criteria: Formative Form of Assessment : Participatory Activities	Presentation, discussion and reflection Presentation, discussion and reflection 3 X 50	Presentation, discussion and reflection Presentation, discussion and reflection 3 x 50	Material: Basic Environmental Concepts References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i> <hr/> Material: Environmental Philosophy Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i> <hr/> Material: Religion and the Environment Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i> <hr/> Material: Students are able to identify natural disasters. Reference: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i> <hr/> Material: Environmental Impact of Anthropocentrism Practices Reference: <i>Indriyanto, 2006, Forest ecology, Bumi Aksara</i>	2%
8	sub summative exam	formative	Criteria: Students are able to take the Mid-Semester Exam Form of Assessment : Test	written test 3 X 50	written test	Material: Meetings 1-7 References: <i>Irwan, ZD, 2007, Principles of ecology, ecosystems, environment and their conservation, Bumi Aksara,</i>	20%
9	sub summative exam	formative	Criteria: Students are able to take the Mid-Semester Exam Form of Assessment : Participatory Activities, Tests	Students conduct 3 X 50 group discussions	Students conduct 3 x 50 group discussions	Material: Environmental Problems References: <i>Indriyanto, 2006, Forest ecology, Bumi Aksara</i>	2%

10	Students are able to understand land ecosystems	Students are able to explain land ecosystems	Criteria: according to the guidelines Form of Assessment : Participatory Activities	Students conduct 3 X 50 group discussions	Students conduct 3 x 50 group discussions	Material: Land ecosystems Reference: Indriyanto, 2006, <i>Forest ecology, Bumi Aksara</i>	2%
11	Students are able to understand freshwater and marine ecosystems	Students are able to analyze the dynamics of freshwater and marine ecosystems	Criteria: Formative Form of Assessment : Participatory Activities	Students conduct 3 X 50 group discussions	Students conduct 3 x 50 group discussions	Material: Freshwater and marine ecosystems Reference: Indriyanto, 2006, <i>Forest ecology, Bumi Aksara</i>	2%
12	Students are able to understand industry, energy and development	- explains industrial ecology - explains energy and development	Criteria: according to the rubric Form of Assessment : Participatory Activities	Students conduct 3 X 50 group discussions	Students conduct 3 X 50 group discussions	Material: Industry, energy and development Reference: Akhadi, M, 2009, <i>Energy Ecology, Graha Ilmu,</i>	5%
13	Students are able to understand global warming. Students are able to understand actions to minimize global warming	- explain the definition, causes and impacts of global warming - explain and give examples of actions in the context of minimizing global warming	Criteria: according to the rubric Form of Assessment : Participatory Activities	Students conduct 3 X 50 group discussions	Students conduct 3 x 50 group discussions	Material: Minimizing Global Warming Library: Alikodra, H., 2008, <i>Global warming, Nuansa Scholar,</i>	5%
14	Students are able to understand global warming. Students are able to understand actions to minimize global warming	- explain the definition, causes and impacts of global warming - explain and give examples of actions in the context of minimizing global warming	Criteria: Formative Form of Assessment : Participatory Activities	Students conduct 3 X 50 group discussions	Students conduct 3 x 50 group discussions	Material: Global Warming Library: Alikodra, H., 2008, <i>Global warming, Nuansa Scholar,</i>	10%
15	Students are able to understand the 3Rs in everyday life	- explain the function of 3R - give examples of 3R actions in everyday life - explain and practice composting	Criteria: according to the rubric Form of Assessment : Participatory Activities	Students do the 3 X 50 assignment	Students do the 3 x 50 assignment	Material: Global Warming Library: Alikodra, H., 2008, <i>Global warming, Nuansa Scholar,</i>	10%
16	Final exams	Material 9-14	Criteria: Formative Form of Assessment : Project Results Assessment / Product Assessment, Test	Students take 3 x 50 Semester Final Exams	Students take 3 x 50 Semester Final Exams	Material: Final Semester Exam Reader: Anonymus, 2010, <i>World development report, development and climate change, Salemba 4,</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	49%
2.	Project Results Assessment / Product Assessment	15%
3.	Test	36%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
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.