| | Universitas Negeri Surabaya<br>Faculty of Social Sciences and Law,<br>Social Sciences Education Undergraduate Study Program | Document Code |
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# SEMESTER LEARNING PLAN

| Courses | CODE | Course Family | Credit Weight | | | SEMESTER | Compilation Date |
|---|---|---|---|---|---|---|---|
| Study of Sustainability and Social, Economic, Political, Cultural Change | 8420703073 | Compulsory Study Program Subjects | T=3 | P=0 | ECTS=4.77 | 4 | September 7, 2023 |

| AUTHORIZATION | SP Developer | Course Cluster Coordinator | Study Program Coordinator |
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| | Dr. Hendri Prastiyono, M.Pd. | Prof. Dr. Sarmini, M.Hum | Dr. Nuansa Bayu Segara, S.Pd., M.Pd. |

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| **Learning model** | **Case Studies** |
| **Program Learning Outcomes (PLO)** | **PLO study program that is charged to the course** |
| | **Program Objectives (PO)** |
| | **PLO-PO Matrix** |

| | P.O |
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**PO Matrix at the end of each learning stage (Sub-PO)**

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

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| **Short Course Description** | This course examines problems related to the sustainability of economic, social, cultural and political development from the perspective of change and sustainability, as well as influencing factors and strategies. The material coverage in this course includes: several basic concepts in economic development, general characteristics of developing countries, economic development theory, elements of development, development problems and policies, growth, poverty and income attribution, migration, agricultural sector development, industry and trade and sustainable development. |
| **References** | **Main :** |


1. 1. Ayers, 2017. Sustainability: An Environmental Science Perspective. CRC Press, Boca Raton. 333pp.
2. 2. Bianpoen, 2011. Untuk Apa? Untuk Siapa? Rangkaian Pemikiran Lingkungan Berkelanjutan. UPHPress, Karawaci. 256pp.
3. 3. McConnel & Abel, 2008. Environmental Issues: An Introduction to Sustainability, rd Ed. Pearson Education Inc., New Jersey. 338pp.
4. 4. Satterthwaite, 2003. The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America. The Annals of the American Academy of Political and Social Science 590(1):73-92.
5. 5. Sivasubramanian, 2016. Environmental Sustainability Using Green Technologies. CRC Press, Boca Raton. 430pp.
6. 6. Wright & Boorse, 2011. Environmental Science: Toward a Sustainable Future, 11 th ed. Pearson Education, Inc., San Fransico. 674pp.
7. 7. M Dwangga & R Samanya, 2020. Modul Pengantar Teknik Lingkungan. Universitas Muhammadiyah Sorong.


**Supporters:**


1. 7. M Dwangga & R Samanya, 2020. Modul Pengantar Teknik Lingkungan. Universitas Muhammadiyah Sorong.
2. 8. R Samanya. 2020. Modul Pembangunan Berkelanjutan. Universitas Pembangunan Jaya.


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| **Supporting lecturer** | Prof. Dr. Sarmini, M.Hum.<br>Dr. Hendri Prastiyono, M.Pd.<br>Katon Galih Setyawan, S.Sos., M.Sosio.<br>Dr. Kusnul Khotimah, S.Pd., 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) |

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| **1** | understanding that sustainable development (PB) targets are the world's targets in 2030 | explained that the sustainable development (PB) target is the world's target in 2030 | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | lecture question and answer discussion<br>3 X 50 | question and answer discussion | **Material:** sustainable development (PB) targets<br>**References:** *1. Ayers, 2017. Sustainability: An Environmental Science Perspective. CRC Press, Boca Raton. 333pp.* | 5% |
| **2** | explaining the SDGs and Indonesia's achievements towards the SDGs | Accuracy in explaining SDGs and Indonesia's achievements towards SDGs | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | lecture question and answer discussion<br>3 X 50 | question and answer discussion | **Material:** SDGs and Indonesia's achievements towards SDGs<br>**References:** *2. Bianpoen, 2011. For what? For who? Sustainable Environmental Thinking Series. UPHPress, Karawaci. 256pp.* | 5% |
| **3** | understand strategies for sustainable consumption and production patterns | Accurate understanding of sustainable consumption and production patterns | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | lecture question and answer discussion<br>3 X 50 | question and answer discussion | **Material:** strategies for sustainable consumption and production patterns<br>**References:** *3. McConnell & Abel, 2008. Environmental Issues: An Introduction to Sustainability, rd Ed. Pearson Education Inc., New Jersey. 338 pp.* | 5% |
| **4** | Students can explain population, carrying capacity and carrying capacity | Accuracy in explaining Carrying Capacity and Capacity | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | lecture question and answer discussion<br>3 X 50 | | **Material:** population, carrying capacity and capacity<br>**References:** *4. Satterthwaite, 2003. The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America. The Annals of the American Academy of Political and Social Science 590(1):73-92.* | 5% |
| **5** | Students can understand the meaning and definition of an ecological footprint | 1.• Accurate understanding of the concept of ecological footprint<br>2.• Accuracy of understanding ecological footprint measurements | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Project Results Assessment / Product Assessment | Problem based learning assignment discussion presentation<br>3 X 50 | presentation discussion | **Material:** ecological footprint<br>**References:** *4. Satterthwaite, 2003. The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America. The Annals of the American Academy of Political and Social Science 590(1):73-92.* | 10% |

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| **6** | understand the meaning of environmental degradation by urban activities | Accurate understanding of environmental degradation | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Project Results Assessment / Product Assessment | Problem based learning assignment discussion presentation<br>3 X 50 | | **Material:** environmental degradation by urban activities<br>**References:** *4. Satterthwaite, 2003. The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America. The Annals of the American Academy of Political and Social Science 590(1):73-92.* | 10% |
| **7** | Explain the factors that influence climate change | Accurate understanding of the causes and impacts of climate change | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | Problem based learning assignment discussion presentation<br>3 X 50 | Problem based learning presentation discussion assignments | **Material:** causes and impacts of climate change<br>**References:** *5. Sivasubramanian, 2016. Environmental Sustainability Using Green Technologies. CRC Press, Boca Raton. 430 pp.* | 5% |
| **8** | UTS | understand sustainability studies | **Criteria:**<br>comprehension test<br><br>**Form of Assessment** :<br>Test | 3 X 50 test | | **Material:** UTS<br>**Bibliography:** *2. Bianpoen, 2011. For What? For who? Sustainable Environmental Thinking Series. UPHPress, Karawaci. 256pp.* | 10% |
| **9** | Students can understand the main challenges of the world's clean water needs, including the basic principles of the hydrological cycle and examples of good water management and utilization strategies | Accurate understanding of good water management and utilization strategies | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | case study, question and answer discussion | **Material:** the main challenges of the world's clean water needs and strategies for good water management and use.<br>**References:** *6. Wright & Boorse, 2011. Environmental Science: Toward a Sustainable Future, 11 th ed. Pearson Education, Inc., San Francisco. 674pp.* | 5% |
| **10** | Students can explain the impact of development in economic, socio-cultural and political changes | Accuracy in explaining the impact of development in economic, socio-cultural and political changes | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | | **Material:** impact of development in economic, socio-cultural and political changes<br>**References:** *7. M Dwangga & R Samanya, 2020. Introduction to Environmental Engineering Module. Muhammadiyah University of Sorong.* | 5% |
| **11** | Students can provide examples of the impact of development in economic, socio-cultural and political changes | Accuracy provides examples of the impact of development in economic, socio-cultural and political changes | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | | **Material:** impact of development in economic, socio-cultural and political changes<br>**References:** *7. M Dwangga & R Samanya, 2020. Introduction to Environmental Engineering Module. Muhammadiyah University of Sorong.* | 5% |

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| **12** | Students can provide examples of the impact of development in economic, socio-cultural and political changes | Ability to prepare studies of SDGs components by taking into account the impact of development in economic, socio-cultural and political changes | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | | **Material:** examples of the impact of development in economic, socio-cultural and political changes<br>**References:** *7. M Dwangga & R Samanya, 2020. Introduction to Environmental Engineering Module. Sorong Muhammadiyah University.* | 5% |
| **13** | Students can prepare a study of SDGs components by paying attention to the impact of development in economic, socio-cultural and political changes | Data collection capabilities in compiling studies of SDGs components by taking into account the impact of development in economic, socio-cultural and political changes | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | | **Material:** SDGs components taking into account the impact of development in economic, socio-cultural and political changes.<br>**Reference:** *8. R Samanya. 2020. Sustainable Development Module. Jaya Development University.* | 5% |
| **14** | Students can explore citations from other experts related to the study of SDGs components by paying attention to the impact of development in economic, socio-cultural and political changes | The accuracy of exploring other expert citations related to the study of SDGs components by paying attention to the impact of development in economic, socio-cultural and political changes | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | | **Material:** study of SDGs components by paying attention to the impact of development in economic, socio-cultural and political changes.<br>**Reference:** *8. R Samanya. 2020. Sustainable Development Module. Jaya Development University.* | 5% |
| **15** | Students can present studies of SDGs components by paying attention to the impact of development in economic, socio-cultural and political changes | The accuracy of presenting studies of SDGs components by paying attention to the impact of development in economic, socio-cultural and political changes | **Criteria:**<br>Accuracy of understanding<br><br>**Form of Assessment** :<br>Participatory Activities | case study, question and answer discussion | case study, question and answer discussion | **Material:** SDGs components taking into account the impact of development in economic, socio-cultural and political changes.<br>**Reference:** *8. R Samanya. 2020. Sustainable Development Module. Jaya Development University.* | 5% |
| **16** | UAS | sustainability studies | **Criteria:**<br>comprehension test<br><br>**Form of Assessment** :<br>Test | test | test | **Material:** UAS<br>**Literature:** *8. R Samanya. 2020. Sustainable Development Module. Jaya Development University.*<br><br>**Material:** UAS<br>**Literature:** *8. R Samanya. 2020. Sustainable Development Module. Jaya Development University.* | 10% |

**Evaluation Percentage Recap: Case Study**

| No | Evaluation | Percentage |
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| 1. | Participatory Activities | 60% |
| 2. | Project Results Assessment / Product Assessment | 20% |
| 3. | Test | 20% |

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| | 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.