



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Biology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
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Environmental Impact Analysis	8420502297		T=2 P=0 ECTS=3.18	7	July 18, 2024
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AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Rinie Pratiwi Puspitawati, M.Si.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																		
	Program Objectives (PO)																																		
	PLO-PO Matrix																																		
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	PO Matrix at the end of each learning stage (Sub-PO)																																		
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <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> </table>	P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																			

Short Course Description	Discussing Environmental Impact Analysis, considering physical-chemical, ecological, socio-economic, socio-cultural and public health aspects as a complement to the technical and economic richness of an activity plan, community involvement is still needed, so that various community suggestions, opinions and responses can be considered and studied in the AMDAL study. Students practice making documents such as UKL, UPL, SPPL, which guarantee that businesses and/or activities that have permits but do not yet have AMDAL documents can operate without damaging the environment.
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References	Main :
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1. Referensi : (1) Dokumen AMDAL Pembangunan Jalan Lingkar Barat Kota Surabaya.
- (2) Fandeli, C. 1995. *Analisis Mengenai Dampak Lingkungan, Prinsip Dasar dan Pemanfaatannya dalam Pembangunan* . Yogyakarta: Liberty.
- (3) Kepka Bapedal 056/1994 tentang Pedoman Mengenai Ukuran Dampak Penting
- (4) Kepka Bapedal 299/BAPEDAL/11/1996 tentang Pedoman Teknis Kajian Aspek Sosial dalam Penyusunan AMDAL
- (5) Kepka Bapedal Kep-124/12/1997 tentang Panduan Aspek Kesehatan Masyarakat dalam Penyusunan AMDAL
- (6) KepkaBapedal 08/2000 tentang Keterlibatan Masyarakat dan Keterbukaan Informasi Dalam Proses AMDAL
- (7) Kepmen LH 45/2005 tentang Pedoman Penyusunan Laporan Pelaksanaan Rencana Pengelolaan Lingkungan Hidup (RKL) dan Rencana Pemantauan Lingkungan Hidup (RPL)
- (8) Kep GubJatim 188/218/KPTS/013/2011 tentang Komisi Penilai Analisis Mengenai Dampak Lingkungan Hidup (AMDAL) Provinsi Jawa Timur
- (9) Lisensi Komisi Penilai AMDAL Provinsi dari Gubernur Jawa Timur Nomor 660/3690/217.1/2011 tanggal 1 April 2011
- (10) Permen LH 08/2006 tentang Pedoman Penyusunan AMDAL
- (11) Permen LH 11/2006 tentang Jenis Rencana Usaha dan/ atau Kegiatan yang Wajib Dilengkapi dengan AMDAL
- (12) Permen LH 05/2008 tentang Pedoman Tata Kerja Komisi Penilai Analisis Mengenai Dampak Lingkungan Hidup
- (13) Permen LH 22/2009 tentang Tata Laksana Registrasi Kompetensi Bidang Lingkungan
- (14) Permen LH 24/2009 tentang Panduan Penilaian Dokumen AMDAL
- (15) Permen LH 25/2009 tentang Pembinaan dan Pengawasan Terhadap Komisi Penilai AMDAL
- (16) Permen LH 07 Tahun 2010 tentang Sertifikasi Kompetensi Penyusun Dokumen Analisis Mengenai Dampak Lingkungan Hidup Dan Persyaratan Lembaga Pelatihan Kompetensi Penyusun Dokumen Analisis Mengenai Dampak Lingkungan Hidup
- (17) Permen LH 13/2010 tentang UKL-UPL dan Surat Pernyataan Kesanggupan Pengelolaan dan Pemantauan Lingkungan Hidup
- (18) Permen LH 14/2010 tentang Dokumen LH bagi Usaha dan/atau Kegiatan yang Telah Memiliki Izin Usaha dan/atau kegiatan tetapi Belum Memiliki Dokumen LH
- (19) Permen LH 15/2010 tentang Persyaratan dan Tata Cara Lisensi Komisi Penilai AMDAL
- (20) Peraturan Gubernur Jawa Timur Nomor 30 Tahun 2011 tgl. 26 April 2011 tentang Jenis Usaha dan/atau Kegiatan yang Wajib dilengkapi UKL-UPL
- (21) PP 27/1999 tentang Analisis Mengenai Dampak Lingkungan Hidup
- (22) Surat Menteri Lingkungan Hidup No. B-5362/Dep.I-1/LH/07/2010 tgl. 19 Juli 2010 tentang Penyampaian Daftar Jenis Rencana Usaha dan/atau Kegiatan yang Wajib dilengkapi dengan UKL-UPL
- (23) Surat Menteri Lingkungan Hidup No. B-7797/Dep.I/LH/10/2010 tgl. 12 Oktober 2010 tentang Penyampaian Daftar Jenis Rencana Usaha dan/atau Kegiatan yang Wajib dilengkapi dengan UKL-UPL di Bidang Perindustrian
- (24) Sutarno, F.G. 2002. *Analisis Mengenai Dampak Lingkungan*. Yogyakarta: Gajah Mada University Press.
- (25) Undang-undang No.23 Tahun 2009 tentang Pengelolaan Lingkungan
- (26) UU 32/2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup

Supporters:

Supporting lecturer Dra. Herlina Fitrihidajati, M.Si.
Dr. Tarzan Purnomo, M.Si.

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 understand the activities that require AMDAL	a. Understand the laws and regulations that support AMDAL b. Explain the definition, objectives, targets and legal basis of AMDAL c. Describe the activities that require AMDAL and the person responsible for AMDAL d. Determine the study schedule and AMDAL licensing	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%
2	Students can understand the AMDAL study approach	Explain the AMDAL study approach and AMDAL assessment authority	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%
3	Students can prepare AMDAL procedures	Create an AMDAL preparation chart. Explain the structure of the AMDAL composition	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%

4	Students can analyze activities that require AMDAL	a. Observing activities b. Analyze Government activities that require AMDAL	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Observation, discussion 2 X 50			0%
5	Students present the results of field observation analysis	a. Presenting observation results b. Answer questions c. Ask	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions 2 X 50			0%
6	Students can create AMDAL documents	a. Understand the types of AMDAL documents b. Create AMDAL documents	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%

7	Students understand UKL-UPL	Explain the definition, goals, objectives and legal basis, plans, permits and UKL-UPL procedures	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%
8	UTS	UTS	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	UTS 2 X 50			0%
9	Students are skilled at socializing Activity Plans	Conduct outreach to the community about the Activity Plan	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%

10	Students are skilled at carrying out UKL-UPL studies on an activity	a. Observing an activity b. Analyzing UKL-UPL for these activities c. Prepare UKL-UPL	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	observation, discussion 2 X 50			0%
11	Students present the results of field observation analysis	a. Presenting observation results b. Answer questions c. Ask	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, discussions 2 X 50			0%
12	Students present the results of field observation analysis	a. Presenting the results of observations b. Answering questions c. Ask	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, discussions 2 X 50			0%

13	Students understand SPPL	Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing SPPL	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, Discussions, Assignments 2 X 50			0%
14	Students understand DELH	Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing DELH	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, discussions 2 X 50			0%
15	Students understand DPLH	Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing DPLH	Criteria: 1.1) USS: Report form questions with performance strategies 2.2) US: Essay form questions 3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30% 4.4) USS weight 20% 5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20% 6.6) US weight 30%	Lectures, discussions, assignments 2 X 50			0%
16							0%

No	Evaluation	Percentage
		0%

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** 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.