



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

Document Code

**SEMESTER LEARNING PLAN**

| Courses       | CODE                      | Course Family                     | Credit Weight                       |     |           | SEMESTER                           | Compilation Date |
|---------------|---------------------------|-----------------------------------|-------------------------------------|-----|-----------|------------------------------------|------------------|
| Amdal         | 4620102005                | Study Program<br>Elective Courses | T=2                                 | P=0 | ECTS=3.18 | 6                                  | July 17, 2024    |
| AUTHORIZATION | SP Developer              |                                   | Course Cluster Coordinator          |     |           | Study Program Coordinator          |                  |
|               | Dr. Tarzan Purnomo, M.Si. |                                   | Prof. Dr. Fida Rachmadiarti, M.Kes. |     |           | Dr. H. Sunu Kuntjoro, S.Si., M.Si. |                  |

|                |              |
|----------------|--------------|
| Learning model | Case Studies |
|----------------|--------------|

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

|        |   |
|--------|---|
| PLO-6  | Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and/or technology according to their field of expertise. |
| PLO-7  | Able to work independently and collaboratively, as well as responsibly, in completing various tasks in class, in the laboratory and in the field.                                 |
| PLO-11 | Able to apply transferable skills in biology to develop ecopreneurship (eco-innovation, eco-opportunity, eco-commitment)  |

**Program Objectives (PO)**

|        |  |
|--------|--|
| PO - 1 | Able to apply AMDAL knowledge and technology to solve natural resource and environmental problems both in the laboratory and in real practice that supports the profession and/or entrepreneurship |
| PO - 2 | Able to demonstrate the basic principles of software applications and instruments, standard analysis methods, and synthesis in AMDAL.  |
| PO - 3 | Able to apply transferable skills in AMDAL to develop ecopreneurship (ecoo-innovation, eco-opportunity, eco-commitment)  |
| PO - 4 | Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and/or technology according to their field of expertise.                  |
| PO - 5 | Able to work independently and collaboratively, as well as responsibly, in completing various tasks in class, in the laboratory and in the field.  |

**PLO-PO Matrix**

|  |      |     |       |       |        |
|--|------|-----|-------|-------|--------|
|  |      | P.O | PLO-6 | PLO-7 | PLO-11 |
|  | PO-1 |     |       |       |        |
|  | PO-2 |     |       |       |        |
|  | PO-3 |     |       |       |        |
|  | PO-4 |     |       |       |        |
|  | PO-5 |     |       |       |        |

**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 |      |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |

**Short Course Description**  
 This course examines the understanding of the principles and concepts of environmental impact analysis, considering physical-chemical, ecological, socio-economic, socio-cultural and public health aspects as a complement to the technical and economic feasibility of an activity plan, community involvement is still needed, so that various suggestions, community opinions and responses can be considered and studied in AMDAL studies. 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. This material is presented in the form of theory, discussion, project assignments and presentations.

**References**

**Main :**

1. Dokumen AMDAL 2010. Pembangunan Jalan Lingkar Barat Kota Surabaya.
2. Dokumen AMDAL Pembangunan Permukiman
3. Dokumen AMDAL Pembangunan Industri
4. Fandeli, C. 2007. Analisis Mengenai Dampak Lingkungan, Prinsip Dasar dan Pemanfaatannya dalam Pembangunan . Yogyakarta: Liberty.
5. Kepka Bapedal 056/1994 tentang Pedoman Mengenai Ukuran Dampak Penting
6. Kepka Bapedal 299/BAPEDAL/11/1996 tentang Pedoman Teknis Kajian Aspek Sosial dalam Penyusunan AMDAL
7. Kepka Bapedal Kep-124/12/1997 tentang Panduan Aspek Kesehatan Masyarakat dalam Penyusunan AMDAL
8. KepkaBapedal 08/2000 tentang Keterlibatan Masyarakat dan Keterbukaan Informasi Dalam Proses AMDAL
9. Kepmen LH 45/2005 tentang Pedoman Penyusunan Laporan Pelaksanaan Rencana Pengelolaan Lingkungan Hidup (RKL) dan Rencana Pemantauan Lingkungan Hidup (RPL)
- 10.. Kep GubJatim 188/218/KPTS/013/2011 tentang Komisi Penilai Analisis Mengenai Dampak Lingkungan Hidup (AMDAL) Provinsi Jawa Timur
- 11.. Lisensi Komisi Penilai AMDAL Provinsi dari Gubernur Jawa Timur Nomor 660/3690/217.1/2011 tanggal 1 April 2011
- 12.. Permen LH 08/2006 tentang Pedoman Penyusunan AMDAL
- 13.. Permen LH 11/2006 tentang Jenis Rencana Usaha dan/ atau Kegiatan yang Wajib Dilengkapi dengan AMDAL
- 14.. Permen LH 05/2008 tentang Pedoman Tata Kerja Komisi Penilai Analisis Mengenai Dampak Lingkungan Hidup
- 15.. Permen LH 22/2009 tentang Tata Laksana Registrasi Kompetensi Bidang Lingkungan
- 16.. Permen LH 24/2009 tentang Panduan Penilaian Dokumen AMDAL
- 17.. Permen LH 25/2009 tentang Pembinaan dan Pengawasan Terhadap Komisi Penilai AMDAL
- 18.. 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
- 19.. Permen LH 13/2010 tentang UKL-UPL dan Surat Pernyataan Kesanggupan Pengelolaan dan Pemantauan Lingkungan Hidup
- 20.. 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
- 21.. Permen LH 15/2010 tentang Persyaratan dan Tata Cara Lisensi Komisi Penilai AMDAL
- 22.. Peraturan Gubernur Jawa Timur Nomor 30 Tahun 2011 tgl. 26 April 2011 tentang Jenis Usaha dan/atau Kegiatan yang Wajib dilegkapi UKL-UPL
- 23.. PP 27/1999 tentang Analisis Mengenai Dampak Lingkungan Hidup
- 24.. 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
- 25.. 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
- 26.. Sutarno, F.G. 2010. Analisis Mengenai Dampak Lingkungan. Yogyakarta: Gajah Mada University Press.
- 27.. Undang-undang No.23 Tahun 2009 tentang Pengelolaan Lingkungan
- 28.. UU 32/2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup
- 29.. Dokumen SPPL, DELH dan DPLH

**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 | <p>1.Understand the laws and regulations that support AMDAL</p> <p>2.Explain the definition, aims, objectives and legal basis of AMDAL</p> <p>3.Describe the activities that require AMDAL and the person responsible for AMDAL</p> | <p><b>Criteria:</b></p> <p>1.Written test, essay form</p> <p>2.Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> |  | <p>Presentation discussion<br/>2 X 50</p> | <p><b>Material:</b><br/>AMDAL Laws and Regulations<br/><b>Reference:</b> .<br/><i>Law 32/2009 concerning Environmental Protection and Management</i></p> <hr/> <p><b>Material:</b> (1) Definition of AMDAL, (2) Goals and objectives of AMDAL. (3) Legal basis for implementing AMDAL, (4) Legal basis for implementing AMDAL, (5) Responsibility for implementing city AMDAL, (6) Mandatory AMDAL activities, (7) When will AMDAL studies begin, (8) AMDAL and licensing<br/><b>Reference:</b><br/><i>Fandeli, C 2007. Environmental Impact Analysis, Basic Principles and Use in Development. Yogyakarta: Liberty.</i></p> | 3% |
|---|---|---|--|--|---|--|----|

|   |  |   |   |  |   |  |    |
|---|--|---|---|--|---|--|----|
| 2 | Students can understand the AMDAL study approach | Explain the AMDAL study approach and assessment authority | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Written test, essay form</li> <li>2. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> |  | Discussion, presentation, demonstration<br>2 x 50 | <p><b>Material:</b> 1. AMDAL study approach in the context of efficiency and effectiveness in implementing AMDAL, preparing AMDAL, for business plans and/or activities using the approach of (a) single activity AMDAL, (b) integrated activity AMDAL, (c) regional activity AMDAL.</p> <p><b>References:</b><br/><i>Fandeli, C. 2007. Environmental Impact Analysis, Basic Principles and Its Use in Development. Yogyakarta: Liberty.</i></p> <hr/> <p><b>Material:</b><br/>Authority for AMDAL assessment, Minister, governor, or regent/mayor in accordance with their authority.</p> <p><b>References:</b> .<br/><i>Minister of Environment Regulation 25/2009 concerning Guidance and Supervision of AMDAL Assessment Commissions</i></p> | 3% |
|---|--|---|---|--|---|--|----|

|   |  |   |   |  |   |   |    |
|---|--|---|---|--|---|---|----|
| 3 | Students can prepare AMDAL procedures              | <ol style="list-style-type: none"> <li>1. Create an AMDAL preparation chart</li> <li>2. Explain the structure of AMDAL</li> </ol> | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> |  | Discussion, presentation, demonstration<br>2 x 50 minutes | <p><b>Materials:</b> (1) Procedures for preparing AMDAL, (2) In preparing AMDAL studies, 2. In preparing AMDAL studies, the activity initiator can ask other parties (consultant services) to prepare AMDAL. AMDAL preparers are required to have a competency certificate for AMDAL compilers issued by an AMDAL compiler competency certification body, namely a minimum of 1 (one) person who is competently certified as Chair of the AMDAL Drafting Team (KTPA) and 2 (two) members who are competently certified as Members of the AMDAL Drafting Team. Meanwhile, the other drafting members are experts in their fields according to the field of activity being studied.</p> <p><b>References:</b> .<br/><i>Minister of Environment Regulation 08/2006 concerning Guidelines for Preparing AMDAL</i></p> | 3% |
| 4 | Students can analyze activities that require AMDAL | <ol style="list-style-type: none"> <li>1. Observe activities</li> <li>2. Analyze mandatory AMDAL government activities</li> </ol> | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> |  | Discussion, presentation, demonstration<br>2 x 50 minutes | <p><b>Material:</b><br/>Practice of mandatory AMDAL activities.</p> <p><b>Reference:</b><br/><i>2010 AMDAL Document. Construction of the West Ring Road, Surabaya City.</i></p>   | 4% |

|   |  |   |   |  |   |  |    |
|---|--|---|---|--|---|--|----|
| 5 | Students present the results of field observation analysis | <ol style="list-style-type: none"> <li>1. Presenting the results of observations</li> <li>2. Answer the question</li> <li>3. Asking question</li> </ol> | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> |  | Discussions, presentations, demonstrations                | <p><b>Material:</b><br/>Report on the results of practical activities</p> <p><b>Reference:</b><br/><i>Industrial Development AMDAL Document</i></p>  | 3% |
| 6 | Students can create AMDAL documents                        | <ol style="list-style-type: none"> <li>1. Understand the types of AMDAL documents</li> <li>2. Create AMDAL documents</li> </ol>                         | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> |  | Demonstration, discussion, presentation<br>2 x 50 minutes | <p><b>Material:</b> The AMDAL document consists of four series of documents which are implemented sequentially, namely:<br/>(Environmental Impact Analysis Terms of Reference (KA-ANDAL) document (2) Environmental Impact Analysis (ANDAL) document, (3) Environmental Management Plan document (RKL), (4) Environmental Monitoring Plan (RPL) Document : <i>Sutarno, FG 2010. Environmental Impact Analysis Yogyakarta: Gajah Mada University Press.</i></p> | 3% |

|   |  |   |   |  |   |   |     |
|---|--|---|---|--|---|---|-----|
| 7 | Students understand UKL - UPL                      | Explain the definition, goals, objectives and legal basis, plans, permits and UKL-UPL procedures  | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Portfolio Assessment</p> |  | Discussion and presentation<br>2 x 50 minutes | <p><b>Material:</b> UKL-UPL •<br/>Definition of UKL-UPL •<br/>Goals and Objectives of UKL-UPL •<br/>Legal Basis for Implementing UKL-UPL •<br/>Responsibilities for Implementing UKL-UPL •<br/>Mandatory UKL-UPL Activities •<br/>When does UKL-UPL Start •<br/>UKL-UPL and Licensing •<br/>Procedures for Preparing UKL-UPL Documents •<br/>Authority to Give Directions to UKL-UPL Documents</p> <p><b>Pustaka:</b> .<br/><i>Minister of Environment Regulation 08/2006 concerning Guidelines for Preparing AMDAL</i></p> | 10% |
| 8 | Midterm exam                                       | Meeting materials 1 - 7   | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities, Tests</p>                |  | Written test<br>2 x 50 minutes                | <p><b>Material:</b><br/>Meetings 1 - 7</p> <p><b>References:</b><br/><i>Fandeli, C. 2007. Analysis of Environmental Impacts, Basic Principles and Their Use in Development. Yogyakarta: Liberty.</i></p>  | 20% |
| 9 | Students are skilled at socializing Activity Plans | Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%. | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>                       |  | Discussion and presentation<br>2 x 50 minutes |   | 3%  |

|    |   |   |   |  |  |    |
|----|---|---|---|--|--|----|
| 10 | Students are skilled at carrying out UKL-UPL studies on an activity | <ol style="list-style-type: none"> <li>1.Observing an activity</li> <li>2.Analyze UKL - UPL for these activities</li> <li>3.Compile UKL - UPL</li> </ol>  | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Discussion, presentation<br>2 x 50 minutes                   | <p><b>Material:</b><br/>Practice of Preparing UKL-UPL</p> <p><b>References:</b> .<br/><i>Minister of Environment Regulation 13/2010 concerning UKL-UPL and Statement of Capability for Environmental Management and Monitoring</i></p> | 3% |
| 11 | Students present the results of field observation analysis          | <ol style="list-style-type: none"> <li>1.Presenting the results of observations</li> <li>2.Answer the question</li> <li>3.Questioning activity</li> </ol> | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Experiments, presentations and discussions<br>2 x 50 minutes | <p><b>Material:</b><br/>Presentation of field observation results</p> <p><b>References:</b><br/><i>Fandeli, C. 2007. Analysis of Environmental Impacts, Basic Principles and Their Use in Development. Yogyakarta: Liberty.</i></p>    | 3% |
| 12 | Students present the results of field observation analysis          | <ol style="list-style-type: none"> <li>1.Presenting the results of observations</li> <li>2.Answer the question</li> <li>3.Questioning activity</li> </ol> | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Experiments, presentations and discussions<br>2 x 50 minutes | <p><b>Material:</b><br/>Presentation of field observation results</p> <p><b>References:</b><br/><i>Fandeli, C. 2007. Analysis of Environmental Impacts, Basic Principles and Their Use in Development. Yogyakarta: Liberty.</i></p>    | 3% |
| 13 | Students understand SPPL  | Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing SPPL                                   | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | discussion, and presentation<br>2 x 50 minutes               | <p><b>Material:</b> 1. Definition of SPPL 2. Responsibilities for Implementing SPPL 3. Legal Basis</p> <p><b>Literature:</b> .<br/><i>SPPL, DELH and DPLH documents</i></p>  | 3% |



|    |                          |   |   |   |  |     |
|----|--------------------------|---|---|---|--|-----|
| 14 | Students understand DELH | Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing DELH | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Presentation, discussion, practice<br>12 x 50 minutes | <p><b>Material:</b> 1. Definition of DELH 2. Responsibilities for Implementing DELH 3. Legal Basis for Implementing DELH 4. Mandatory DELH Activities 5. DELH and Licensing 6. Procedures for Preparing DELH 7. Preparing DELH 8. Authority to Give Directions to DELH</p> <p><b>Reference:</b> .<br/><i>SPPL, DELH and DPLH documents</i></p> | 3%  |
| 15 | Students understand DPLH | Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing DPLH | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Participatory Activities</p> | Discussion, presentation<br>2 x 50 minutes            | <p><b>Material:</b> 1. Definition of DPLH 2. Responsibilities for Implementing DPLH 3. Legal Basis for Implementing DPLH 4. Mandatory DPLH Activities 5. DPLH and Licensing 6. Procedures for Preparing DPLH 7. Preparing DPLH</p> <p><b>Reference:</b> .<br/><i>SPPL, DELH and DPLH documents</i></p>   | 3%  |
| 16 | Final exams              | Meetings 9 - 15   | <p><b>Criteria:</b><br/>Written test, essay form. Student activities and responses during learning activities, especially practicums, are assessed as participation, with a weight of 20%. Practical reports and products are assessed as ASSIGNMENTS with a weight of 30%. UTS questions with a weight of 20%. UAS questions with a weight of 30%.</p> <p><b>Form of Assessment :</b><br/>Test</p>                     | Written test<br>2 x 50 minutes                        | <p><b>Material:</b><br/>Meeting material 9 - 15</p> <p><b>References:</b><br/><i>Fandeli, C. 2007. Environmental Impact Analysis, Basic Principles and Their Use in Development. Yogyakarta: Liberty.</i></p>  | 30% |

#### Evaluation Percentage Recap: Case Study

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 55%        |
| 2. | Portfolio Assessment     | 5%         |
| 3. | Test                     | 40%        |
|    |                          | 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** 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.