



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
Environmental Impact Analysis *	4620102007		T=2	P=0	ECTS=3.18	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. H. Sunu Kuntjoro, S.Si., M.Si.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="text-align: center; border: 1px solid black;">P.O</td> </tr> </table>		P.O																															
	P.O																																	
PO Matrix at the end of each learning stage (Sub-PO)	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	P.O		Week																															
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 examined 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 run without damaging the environment.
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References	Main :
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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% Form of Assessment : Participatory Activities	Lectures, Discussions, Assignments 2 X 50			5%
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% Form of Assessment : Project Results Assessment / Product Assessment	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	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Assignments 2 X 50			3%
4	Students can analyze activities that require AMDAL	a. Observing activities b. Analyze Government activities that require AMDAL	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Observation, discussion 2 X 50			2%

5	Students present the results of field observation analysis	a. Presenting observation results b. Answer questions c. Ask	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, Discussions 2 X 50			0%
6	Students can create AMDAL documents	a. Understand the types of AMDAL documents b. Create AMDAL documents	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	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	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, Discussions, Assignments 2 X 50			0%
8	UTS	UTS	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Participatory Activities</p>	UTS 2 X 50			10%

9	Students are skilled at socializing Activity Plans	Conduct outreach to the community about the Activity Plan	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	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	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	observation, discussion 2 X 50			5%

11	Students present the results of field observation analysis	a. Presenting observation results b. Answer questions c. Ask	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions 2 X 50			5%
12	Students present the results of field observation analysis	a. Presenting the results of observations b. Answering questions c. Ask	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions 2 X 50			5%

13	Students understand SPPL	Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing SPPL	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, Discussions, Assignments 2 X 50			10%
14	Students understand DELH	Explain the definition, responsibilities, legal basis, mandatory activities, permits, and procedures for preparing DELH	<p>Criteria:</p> <p>1.1) USS: Report form questions with performance strategies</p> <p>2.2) US: Essay form questions</p> <p>3.3) Reports and practical products are assessed as ASSIGNMENTS with a weight of 30%</p> <p>4.4) USS weight 20%</p> <p>5.5) Students' activities and responses during learning activities, especially practicums, are assessed as participation, weight 20%</p> <p>6.6) US weight 30%</p> <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	Lectures, discussions 2 X 50			10%

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% Form of Assessment : Participatory Activities	Lectures, discussions, assignments 2 X 50			10%
16			Form of Assessment : Participatory Activities				10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	20%
3.	Practical Assessment	5%
		75%

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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

