



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																				
Sdal Conservation	4720102131		T=2 P=0 ECTS=3.18	2	July 17, 2024																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																																																																				
	.....		.....		Dr. Amaria, M.Si.																																																																																				
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																								
	<b>Program Objectives (PO)</b>																																																																																								
	<b>PO - 1</b>	Explain the meaning of the scope of conservation which includes: background, meaning and objectives of natural resource conservation.																																																																																							
	<b>PO - 2</b>	Analyzing the management and problems of natural resources and the environment which includes: problems and management of natural resources and the environment.																																																																																							
	<b>PO - 3</b>	Analyzing local wisdom which includes: Understanding, approaches, challenges and local wisdom in community life in the future.																																																																																							
	<b>PLO-PO Matrix</b>																																																																																								
	<table border="1" style="margin: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>					P.O	PO-1	PO-2	PO-3																																																																																
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																									
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<b>Short Course Description</b>	Discusses: natural resources and the environment, biological natural resource problems at local, national and global levels, conservation and management of biological and non-biological natural resources at local, national and global levels, environmental paradigms and ethics, urban natural resource management through observation, discussion and presentation.																																																																																								
<b>References</b>	<b>Main :</b>																																																																																								
	<ol style="list-style-type: none"> <li>1. Cluras, D. D. and Reganold, J.P. 2010. Natural Resources Conservation Future . Washington: Washington State University.</li> <li>2. Indrawan, Mochamad., Primack, Richard B., Supriatna, Jatna. 2007. Biologi Konservasi . Jakarta : Yayasan Obor Indonesia</li> <li>3. Rachmadiarti, F., Faizah, U., Kuntjoro, S. 2017. Buku Ajar Mahasiswa Konservasi Sumber Daya Alam dan Lingkungan. Surabaya: Unesa University Press.</li> <li>4. Faizah, U., Rachmadiarti,F., Prastiwi, Muji Sri., Kuntjoro, S. 2017. Buku Ajar Konservasi Sumber Daya Alam dan Lingkungan berbasis Problem Based Learning untuk melatih Sadar Konservasi. Surabaya: Airlangga University Press.</li> </ol>																																																																																								
	<b>Supporters:</b>																																																																																								

<b>Supporting lecturer</b>	Prof. Dr. Titik Taufikurohmah, S.Si., M.Si. Prof. Dr. Yuliani, M.Si. Dr. Mitarlis, S.Pd., M.Si. Nur Qomariyah, S.Pd., M.Sc. Nur Hayati, S.Si., M.Si. Dr. Andika Pramudya Wardana, S.Si., M.Si. Nurina Rizka Ramadhania, S.Si. M.Si. Dr. First Ambar Wati, S.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 are able to explain natural resources and the environment (SDAL)	<ul style="list-style-type: none"> <li>· Explain the meaning of SDA and L</li> <li>· Identify SDAL in the environment</li> <li>· Explain the benefits of SDAL</li> </ul>	<b>Criteria:</b> attached  <b>Form of Assessment :</b> Participatory Activities	Reference study, discussion and presentation 2 X 50			5%
2	Students are able to explain the various types of biological natural resources	<ul style="list-style-type: none"> <li>· Identify the various types of biological SDAL. Explain the benefits of each biological SDAL</li> </ul>	<b>Criteria:</b> attached	Reference studies, observations, discussions and presentations 2 X 50			0%
3	Students are able to explain the various types of non-biological natural resources	<ul style="list-style-type: none"> <li>· Identify the various types of non-biological SDAL (material, energy, space)</li> <li>· Explain the benefits of each non-biological biological SDAL</li> </ul>	<b>Criteria:</b> attached	Reference studies, observations, discussions and presentations 2 X 50			0%
4	Students are able to communicate natural resource and environmental issues at global and national levels	<ul style="list-style-type: none"> <li>· Identify SDAL at the global and national levels</li> <li>· Explain the factors that influence and impact SDAL exploration at the global and national levels.</li> </ul>	<b>Criteria:</b> attached	Reference studies, observations, discussions and presentations 2 X 50			0%
5	Students are able to communicate natural resource and environmental issues at the local level, on campus and in the surrounding environment.	<ul style="list-style-type: none"> <li>· Identify local level SDAL</li> <li>· Explain the factors that influence and impact SDAL exploration at the local level</li> </ul>	<b>Criteria:</b> attached	Reference studies, observations, discussions and presentations 2 X 50			0%
6	Students are able to explain the what, why and how of conservation of natural resources and the environment	<ul style="list-style-type: none"> <li>· explain the objectives, benefits and conservation efforts</li> </ul>	<b>Criteria:</b> attached	Reference studies, observations, discussions and presentations 2 X 50			0%
7	Students are able to implement conservation of natural resources and the environment at the local level, on campus and in the surrounding environment.	<ul style="list-style-type: none"> <li>· Identify SDAL at the local, campus and surrounding environment</li> <li>· Explain the factors that influence and impact SDAL exploration on the local, campus and surrounding environment</li> </ul>	<b>Criteria:</b> attached	Reference studies, observations, discussions and presentations 2 X 50			0%
8	UTS	UTS	<b>Criteria:</b> UTS	UTS 2 X 50			0%

9	Students are able to explain paradigms and apply environmental ethics	· explain the environmental ethics paradigm · apply environmental ethics	Criteria: attached	Reference study, practice, discussion and presentation 2 X 50		0%
10	Students are able to explain paradigms and apply environmental ethics	· explain the environmental ethics paradigm · apply environmental ethics	Criteria: attached	Reference study, practice, discussion and presentation 2 X 50		0%
11	Students are able to explain the management of non-biological natural resources	· Explain the management of non-biological SDAL. Propose ideas for managing non-biological SDAL	Criteria: attached	Reference study, discussion and presentation 2 X 50		0%
12	Students are able to explain the management of biological natural resources	· Explain the management of biological SDALs · Propose ideas for managing biological SDALs	Criteria: attached	Reference study, discussion and presentation 2 X 50		0%
13	Students are able to explain the management of urban natural resources	· Explain urban SDAL management	Criteria: attached	Reference study, discussion and presentation 2 X 50		0%
14	Students are able to design urban natural resource management	· Designing urban SDAL management	Criteria: attached	Reference studies, discussions, observations and presentations 2 X 50		0%
15	Students are able to communicate ideas/research results regarding local/campus natural resource management	· Communicate ideas/research results on local/campus SDAL management	Criteria: attached	Reference studies, discussions, observations, project assignments, and 2 X 50 presentations		0%
16						0%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
		5%

#### 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** 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.
- 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.