	Universitas Negeri Surabaya Faculty of Social and Legal Sciences Geography Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Agricultural Geography	8720202042	Integrated Geography	T=2	P=0	ECTS=3.18	5	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Aida Kurniawati, M.Si.	Dr. Nugroho Hari Purnomo, S.P., M.Si.	Dr. Nugroho Hari Purnomo, S.P., M.Si.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-7	Able to make appropriate decisions to resolve regional problems in a spatial context based on an integrated geographic approach

Program Objectives (PO)

PO - 1	Synthesize agricultural concepts from a geographic perspective

PLO-PO Matrix

P.O	PLO-7
PO-1	

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																

Short Course Description	Understanding and studying the nature of agricultural geography, types of agriculture in Indonesia, and various agricultural systems in Indonesia. Development theories underlying agricultural development, various problems of the green revolution, development of socio-cultural characteristics of farming communities, types of critical agricultural movements. Solutions for the future of agriculture with an orientation towards the local wisdom of agricultural communities, the local wisdom of coastal communities.

References

Main :

1. Grigg,David, 1989. An Introduction to Agricultural Geography . London : Routledge
2. Hohnholz, Jurgen. 1996. Geografi Pedesaan. Jakarta : Yayasan Obor Indonesia
3. Wahono, Francis, 2003 . Neoliberalisme . Yogyakarta : Cindelaras
4. Fakih, Mansour, 2002. Jalan Lain. Yogyakarta : Pustaka Pelajar dan Insist press
5. Suhardjo, A.J. 2008. Geografi Perdesaan. Sebuan Antologi. Yogyakarta : Ideas Media dan Prodi PW Geografi UGM
6. Reijntjes, c., Haverkort, B., dan Bayer, A. W. 1999. Pertanian Masa Depan. Yogyakarta : Kanisius
7. Soekartawi, Soehardjo, Dilon, J.L., Hardaker, J.B. 1986. Ilmu Usaha Tani. Jakarta : Universitas Indonesia Press

Supporters:

Supporting lecturer	Dr. Aida Kurniawati, S.Pd., M.Si. Dian Ayu Larasati, S.Pd., M.Sc.

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	Analyze the concept of agricultural geography as well as agricultural systems and ecology	Accuracy Analyzes the concept of agricultural geography as well as agricultural systems and ecology	**Criteria:** Exact > 65 **Form of Assessment** : Participatory Activities	Lecture with power point, questions and answers 2 X 50		**Material:** Grigg, David, 1989. An Introduction to Agricultural Geography. London : Routledge **Reader:**	5%
2	Analyze changes in agricultural culture, global development theory, green revolution	accuracy Analyzing changes in agricultural culture, global development theory, green revolution	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities	presentation, question and answer, discussion 2 X 50		**Material:** Hohnholz, Jurgen. 1996. Rural Geography. Jakarta: Indonesian Torch Foundation **Library:**	5%
3	Analyze changes in agricultural culture, global development theory, green revolution	Accuracy in analyzing changes in agricultural culture, global development theory, green revolution	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities	presentation, question and answer, discussion 2 X 50		**Material:** Suhardjo, AJ 2008. Rural Geography. An Anthology. Yogyakarta: Ideas Media and PW Geography Study Program UGM **Library:**	5%
4	Analyze changes in agricultural culture, global development theory, green revolution	able to explain changes in agricultural culture, global development theory, green revolution	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities	presentation, question and answer, discussion 2 X 50		**Material:** Reijntjes, c., Haverkort, B., and Bayer, AW 1999. Future Agriculture. Yogyakarta: Kanisius **Library:** **Material:** Wahono, Francis, 2003 . Neoliberalism. Yogyakarta : Cindelaras **Library:**	10%
5	Analyze changes in agricultural culture, global development theory, green revolution	Accuracy of analyzing changes in agricultural culture, global development theory, green revolution	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities, Portfolio Assessment	presentation, question and answer, discussion 2 X 50		**Material:** Wahono, Francis, 2003 . Neoliberalism. Yogyakarta : Cindelaras **Library:**	5%
6	Analyzing farmers' responses to changes in the agricultural system and the state of food politics	Accuracy in analyzing farmers' responses to changes in agricultural systems and food political conditions	**Criteria:** Completed > 65 **Forms of Assessment** : Participatory Activities, Practical Assessment, Practical / Performance	presentation, discussion, question and answer 2 X 50		**Material:** Wahono, Francis, 2003 . Neoliberalism. Yogyakarta : Cindelaras **Library:**	5%
7	Analyzing farmers' responses to changes in the agricultural system and the state of food politics	The accuracy of analyzing farmers' responses to changes in the agricultural system and the state of food politics	**Criteria:** Completed > 65 **Form of Assessment** : Project Results Assessment / Product Assessment, Test	presentation, discussion, question and answer 2 X 50		**Material:** new thinking **Bibliography:** *Fakih, Mansour, 2002. Another Way. Yogyakarta: Student Library and Insist press*	10%

8	MIDTERM EXAM	Accuracy of agricultural geographic analysis	**Criteria:** Completed > 65 **Form of Assessment** : Test		Online 2 x 50	**Material:** agricultural geography **Bibliography:** *Grigg, David, 1989. An Introduction to Agricultural Geography. London : Routledge*	4%
9	Students are able to understand various forms of resistance in farming communities	Explaining several types of farmer resistance. Explaining types of resistance based on regional conditions. Students are able to understand various forms of resistance in farming communities	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Group presentation, group discussion, question and answer 2 X 50	OFFLINE	**Material:** Hohnholz, Jurgen. 1996. Rural Geography. Jakarta: Indonesian Torch Foundation **Library:**	5%
10	Students are able to understand current changes in agricultural ecology and future trends	· Explain the change from rural areas to urban areas · Explain the consequences of these changes in the agricultural sector	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities	Presentation, class discussion, question and answer 2 X 50	OFFLINE	**Material:** changes in agricultural ecology. **Reference:** *Wahono, Francis, 2003. Neoliberalism. Yogyakarta: Cindelaras*	5%
11	Students are able to understand the problem of the weakness of new thinking in the agricultural sector which has resulted in a decline in food security	· Explain the marginalization of agriculture compared to other sectors · Explain the dependence of food and commodities on other countries · Explain the helplessness of farmers in facing current developments	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentation, class discussion, question and answer 2 X 50	ONLINE	**Material:** slow thinking vbaru **Reference:** *Wahono, Francis, 2003 . Neoliberalism. Yogyakarta: Cindelaras*	5%
12	Students are able to understand alternatives to develop new patterns of thinking in sustainable agricultural businesses	· Explain alternative approaches that are more objective in understanding farmers. · Explain the development of applied study methods that are more pro-farmer	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities	Group presentation, group discussion, question and answer 2 X 50	ONLINE	**Material:** sustainable agriculture **References:** *Reijntjes, c., Haverkort, B., and Bayer, AW 1999. Future Agriculture. Yogyakarta: Kanisius*	5%
13	Students are able to understand alternatives to develop new patterns of thinking in sustainable agricultural businesses	· Explain alternative approaches that are more objective in understanding farmers. · Explain the development of applied study methods that are more pro-farmer	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities, Portfolio Assessment	Group presentation, group discussion, question and answer 2 X 50	ONLINE	**Material:** sustainable agriculture **References:** *Reijntjes, c., Haverkort, B., and Bayer, AW 1999. Future Agriculture. Yogyakarta: Kanisius*	10%

14	Students are able to analyze techniques for empowering agricultural communities in rural areas in the context of sustainable agriculture	· Explain the concept of community empowerment · Explain several methods of community empowerment	**Criteria:** Completed > 65 **Form of Assessment** : Participatory Activities	Group presentation, group discussion, question and answer 2 X 50		**Material:** sustainable agriculture **References:** *Reijntjes, c., Haverkort, B., and Bayer, AW 1999. Future Agriculture. Yogyakarta: Kanisius*	5%
15	Students are able to analyze several local wisdoms in the fisheries business system	· Explain the local wisdom system of fisheries businesses · Explain the role of the community in implementing local wisdom in fisheries businesses · Explain the effects of local wisdom on the sustainability of fisheries businesses	**Criteria:** Completed > 65 **Form of Assessment** : Portfolio Assessment	Group presentation, group discussion, question and answer 2 X 50		**Material:** local wisdom **References:** *Reijntjes, c., Haverkort, B., and Bayer, AW 1999. Future Agriculture. Yogyakarta: Kanisius*	10%
16	UAS	Accuracy of analyzing applied agricultural geography	**Criteria:** Completed > 65 **Form of Assessment** : Test		Online 2 x 50	**Material:** Rural geography **Reference:** *Suhardjo, AJ 2008. Rural Geography. An Anthology. Yogyakarta: Ideas Media and PW Geography Study Program UGM*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	54.17%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	17.5%
4.	Practical Assessment	1.67%
5.	Practice / Performance	1.67%
6.	Test	14%
		99.01%

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.