



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																																																		
Amdal & Spatial Planning	8720202003		T=2	P=0	ECTS=3.18	7	July 18, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
			Dr. Nugroho Hari Purnomo, S.P., M.Si.																																																			
Learning model	Project Based Learning																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																								
	PLO-8	Able to obtain, process, analyze, present geosphere data and information using geospatial technology in integrated geographic studies with in-depth urban studies that support regional sustainability																																																							
	Program Objectives (PO)																																																								
	PO - 1	Synthesize the concepts of environmental impact analysis and spatial planning from a geographical perspective																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6" style="padding: 5px;"></td> </tr> </table>						P.O	PLO-8						PO-1																																										
P.O	PLO-8																																																								
PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <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> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	Understanding and studying the basics of Amdal and spatial planning, including procedures for preparing reports, screening, scoping, environmental baseline, impact forecasting and impact evaluation, basics of environmental audits, preparation of UKL-UPL and spatial planning. Learning is carried out for 1 semester using presentation, discussion and group assignment methods. Assessment is carried out by written tests, participation and portfolios.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. Andrianto, TT., 2002, Audit lingkungan, Global Pustaka Utama, 2. Fandeli, C., Nur Utami, R., Nurmansyah, S., 2008, Audit Lingkungan, UGM Press, 3. Soemarwoto, O., 2003, Analisis mengenai dampak lingkungan, UGM Press, 4. Law of No. 32 of 2009. Environmental Protection and Management 5. Regulation of the Government of Indonesia Number 46 of 2016. Procedures for Conducting Strategic Environmental Studies 6. Regulation of the Government of Indonesia Number 26 of 2008. National Spatial Planning 7. Regulation of State Minister of Environment of the republic of Indonesia Number 13 of 2010 . Environmental Management Efforts and Environmental Monitoring Efforts and Letter of Commitment to Manage and Monitor the Environment 8. Regulation of State Minister of Environment of the republic of Indonesia Number 5 of 2012 . Types of Business Plans and/or Activities Required to Have Environmental Impact Analysis 																																																								
	Supporters:																																																								
Supporting lecturer	KUSPRIYANTO SULISTINAH Dr. Muzayanah, S.T., M.T.																																																								

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 understand the impact of development	Able to explain the impact of development	<p>Criteria:</p> <p>1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30%</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment</p>	Discussion and reflection 2 X 50		<p>Material: impact of development Reference: Regulation of the Government of Indonesia Number 26 of 2008. National Spatial Planning</p>	10%
2	Students are able to understand spatial planning and environmental management	Able to describe spatial planning and environmental management	<p>Criteria:</p> <p>1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30%</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Discussion and reflection 2 X 50		<p>Material: spatial planning Reference: Regulation of the Government of Indonesia Number 26 of 2008. National Spatial Planning</p>	5%
3	Students are able to understand AMDAL	Able to describe AMDAL	<p>Criteria:</p> <p>1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30%</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	discussion and reflection 2 X 50		<p>Material: Amdal Library: Soemarwoto, O., 2003, Analysis of environmental impacts, UGM Press,</p>	10%
4	Students are able to understand the screening process	Be able to describe the screening process	<p>Criteria:</p> <p>1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30%</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Discussion and reflection 2 X 50		<p>Material: screening Literature: Regulation of State Minister of Environment of the Republic of Indonesia Number 13 of 2010. Environmental Management Efforts and Environmental Monitoring Efforts and Letter of Commitment to Manage and Monitor the Environment</p>	5%
5	Students are able to understand the role of society in AMDAL	Able to describe the role of the community in the AMDAL preparation process	<p>Criteria:</p> <p>1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30%</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Discussion and reflection 2 X 50		<p>Material: role of society References: Fandeli, C., Nur Utami, R., Nurmansyah, S., 2008, Environmental Audit, UGM Press,</p>	10%

6	Students are able to understand the contents of the AMDAL document	Able to describe AMDAL documents	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment</p>	Discussion and reflection 2 X 50		<p>Material: Amdal document</p> <p>Library: <i>Regulation of State Minister of Environment of the Republic of Indonesia Number 13 of 2010.</i> <i>Environmental Management Efforts and Environmental Monitoring Efforts and Letter of Commitment to Manage and Monitor the Environment</i></p>	10%
7	Students are able to understand the definition of impact, project and environmental tone	Able to describe impacts, projects and environmental tone	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% <p>Form of Assessment : Participatory Activities</p>	Discussion and reflection 2 X 50		<p>Material: initial background</p> <p>Reference: Soemarwoto, O., 2003, <i>Analysis of environmental impacts</i>, UGM Press,</p>	0%
8	UTS	UTS	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% <p>Form of Assessment : Test</p>	UTS 2 X 50			0%
9	Students are able to understand scoping and focusing impacts	Able to describe scoping and focusing impacts	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	discussion and reflection 2 X 50		<p>Material: scoping</p> <p>Bibliography: <i>Regulation of State Minister of Environment of the Republic of Indonesia Number 13 of 2010 .</i> <i>Environmental Management Efforts and Environmental Monitoring Efforts and Letter of Commitment to Manage and Monitor the Environment</i></p>	5%
10	Students are able to understand impact forecasts	Able to describe impact estimates	<p>Criteria:</p> <ol style="list-style-type: none"> 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and reflection 2 X 50		<p>Material: indicators</p> <p>Reference: <i>Regulation of the Government of Indonesia Number 46 of 2016.</i> <i>Procedures for Conducting Strategic Environmental Studies</i></p>	10%

11	Students are able to create an impact forecast matrix	Able to create an impact forecast matrix	Criteria: 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Discussion and reflection 2 X 50		Material: impact estimates Reference: Andrianto, TT., 2002, <i>Environmental audit</i> , Global Pustaka Utama,	10%
12	Students are able to understand the content and stages of preparing KLHS	Able to describe SEA	Criteria: 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment	discussion and reflection 2 X 50		Material: KLHS Reference: Fandeli, C., Nur Utami, R., Nurmansyah, S., 2008, <i>Environmental Audit</i> , UGM Press,	5%
13	Students are able to describe UKL and UPL	Able to describe UKL and UPL	Criteria: 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% Form of Assessment : Participatory Activities, Practical Assessment	Discussion and reflection 2 X 50		Material: UKL UPL Library: <i>Regulation of State Minister of Environment of the Republic of Indonesia Number 5 of 2012 . Types of Business Plans and/or Activities Required to Have Environmental Impact Analysis</i>	5%
14	Students are able to understand Environmental Audit	Able to describe Environmental Audit	Criteria: 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical Assessment	Discussion and reflection 2 X 50		Material: audit Bibliography: Fandeli, C., Nur Utami, R., Nurmansyah, S., 2008, <i>Environmental Audit</i> , UGM Press,	5%
15	Students are able to make UKL-UPL reports	Able to make UKL-UPL reports	Criteria: 1.- 20% participation 2.- 30% duty 3.- UTS 20% 4.- US 30% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practical / Performance	Discussion and reflection 2 X 50		Material: UKP UPL Report Library: Andrianto, TT., 2002, <i>Environmental audit</i> , Global Pustaka Utama,	10%
16	UAS		Form of Assessment : Test	2 x 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	33.75%
2.	Project Results Assessment / Product Assessment	12.91%
3.	Portfolio Assessment	25.42%
4.	Practical Assessment	25.42%
5.	Practice / Performance	2.5%
		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.