



Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Geography Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Population & Environmental Education	8720202118	Study Program Elective Courses	T=2 P=0 ECTS=3.18	7	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Ketut Prasetyo, M.S.		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 which is charged to the course																																					
	PLO-6	Able to obtain, process, analyze, present data and information about the educational environment, students, curriculum, materials, plans, models, evaluations and reflections on learning in educational studies and transformative geographic learning																																				
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-6</td> </tr> </table>				P.O	PLO-6																															
P.O	PLO-6																																					
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">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	Population theories, Fertility and influencing factors, Mortality and influencing factors, Population change problems, Population distribution (Migration) and influencing factors, Population structure, Life Expectancy and Population Projections. To discuss its relationship with the environment, this lecture also discusses: Environment, Ecology and the Environment, Environmental Problems, Implications of population problems for the environment and the Relationship between Population and the Environment in Improving the Quality of Life																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Barclay, GW. 1984. Teknik Analisa Kependudukan . Jakarta: PT Bina Aksara 2. Chandra, Dr. Budiman. 2007. Pengantar Kesehatan Lingkungan . Jakarta: Penerbit Buku Kedokteran 3. Darsono. 1992. Pengantar ilmu lingkungan . Yogyakarta : Universitas Atmajaya Yogyakarta 4. D Jong GF & Gardner RW. 1981. Migration Decision making: Multi Disciplinary Approaches to Micro Level Studies in Developed and Developing Countries 5. Rusli, S. 1982. Pengantar Ilmu Kependudukan . Jakarta : LP3ES 6. Valentine, E.B. 2014. Approaches to Human Geography.. SAGE: Publications, Ltd. 																																					
	Supporters:																																					
Supporting lecturer	SULISTINAH Prof. Dr. Ketut Prasetyo, M.S.																																					
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 meaning, scope and role of PKLH	- Explain the meaning of PKLH - Explain the basic principles of PKLH - Identify the scope of PKLH - Identify the role of PKLH	Form of Assessment : Participatory Activities, Portfolio Assessment	Colponson, Discussion 2 X 50		Material: introduction Bibliography: <i>Darsono. 1992. Introduction to environmental science. Yogyakarta: Atmajaya University Yogyakarta</i>	5%
2	Students are able to understand the basic concepts of PKLH, ecosystems and the environment	- Explain the basic concept of PKLH - Explain the concept of ecosystem - Explain the concept of the environment	Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Colponson, Discussion 2 X 50		Material: concept Reader: <i>Darsono. 1992. Introduction to environmental science. Yogyakarta: Atmajaya University Yogyakarta</i>	5%
3	Students are able to identify the role of PKLH in anticipating environmental problems and its strategies for humanity	- Identifying the role of PKLH to anticipate environmental problems - Identifying environmental problems - Classifying environmental problems based on their causes - Identifying the role of PKLH for strategies that are beneficial to humanity	Criteria: 0 - 100 Form of Assessment : Participatory Activities, Portfolio Assessment	Colponson, Discussion 2 X 50		Material: role Reader: <i>Darsono. 1992. Introduction to environmental science. Yogyakarta: Atmajaya University Yogyakarta</i>	5%
4	Students are able to identify population problems	- Identifying the development of population in Indonesia - Identifying problems that arise due to high population growth - Identifying developments in population structure - Identifying problems that arise due to unequal population distribution in Indonesia - Identifying problems caused by the low quality of the population	Criteria: 0 - 100 Form of Assessment : Participatory Activities, Portfolio Assessment	Culpontion, Discussion, Assignment 2 X 50		Material: population problems Reference: <i>Rusli, S. 1982. Introduction to Population Science. Jakarta : LP3ES</i>	10%
5	Students are able to understand environmental concepts	- Explain the concept of the environment - Identify the hydrological cycle - Identify conservation efforts that have been carried out in Indonesia - Analyze the problem of environmental damage - Identify ecosystem conditions	Criteria: 0 - 100 Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Culpontion, Discussion, Assignment 2 X 50		Material: environmental concepts References: <i>Valentine, EB 2014. Approaches to Human Geography.. SAGE: Publications, Ltd.</i>	5%

6	Students are able to identify environmental problems	<ul style="list-style-type: none"> - Identifying water, air and land pollution problems that occur - Identifying environmental problems due to global warming that occur - Identifying forest destruction problems - Identifying pollution problems due to solid and liquid waste 	<p>Criteria: Structured Assignments</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Culponction, Discussion, Assignment 2 X 50		<p>Material: environmental problems, population aspects. Reference: <i>D Jong GF & Gardner RW. 1981. Migration Decision making: Multi Disciplinary Approaches to Micro Level Studies in Developed and Developing Countries</i></p> <hr/> <p>Material: health aspect issues References: <i>Chandra, Dr. Budiman. 2007. Introduction to Environmental Health. Jakarta: Medical Book Publishers</i></p>	10%
7	Students are able to identify environmental problems	<ul style="list-style-type: none"> - Identifying water, air and land pollution problems that occur - Identifying environmental problems due to global warming that occur - Identifying forest destruction problems - Identifying pollution problems due to solid and liquid waste 	<p>Criteria: Structured Assignments</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Culponction, Discussion, Assignment 2 X 50		<p>Material: environmental problems, population aspects. Reference: <i>D Jong GF & Gardner RW. 1981. Migration Decision making: Multi Disciplinary Approaches to Micro Level Studies in Developed and Developing Countries</i></p> <hr/> <p>Material: health aspect issues References: <i>Chandra, Dr. Budiman. 2007. Introduction to Environmental Health. Jakarta: Medical Book Publishers</i></p>	10%
8	UTS			test			0%

9	Students are able to understand the types of natural resources and energy	- Classifying natural resources that are renewable and non-renewable - Identifying types of energy used for human life - Identifying resource exploitation activities - Identifying resource conservation efforts that have been carried out - Identifying resource conditions in the future	Criteria: 0 -100 Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Culponion, Discussion, Assignment 2 X 50		Material: Natural resources and energy Reader: <i>Darsono. 1992. Introduction to environmental science. Yogyakarta: Atmajaya University Yogyakarta</i>	5%
10	Students are able to understand the types of natural resources and energy	- Classifying natural resources that are renewable and non-renewable - Identifying types of energy used for human life - Identifying resource exploitation activities - Identifying resource conservation efforts that have been carried out - Identifying resource conditions in the future	Criteria: 0 -100 Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Culponion, Discussion, Assignment 2 X 50		Material: Natural Resources and Energy Reader: <i>Darsono. 1992. Introduction to environmental science. Yogyakarta: Atmajaya University Yogyakarta</i> Material: Natural Resources and Energy Reference: <i>Valentine, EB 2014. Approaches to Human Geography.. SAGE: Publications, Ltd.</i>	5%
11	Students are able to link solving population and environmental problems	- Identifying the carrying capacity of the environment to overcome environmental and population problems - Identifying environmental problems that arise due to population conditions - Identifying increased human resource capacity to overcome environmental and population problems - Identifying resource conservation for solving population and environmental problems	Criteria: 0 - 100 Form of Assessment : Participatory Activities, Portfolio Assessment	Culponion, Discussion, Assignment 2 X 50		Material: problem solving References: <i>Chandra, Dr. Budiman. 2007. Introduction to Environmental Health. Jakarta: Medical Book Publishers</i>	5%

12	Students are able to link solving population and environmental problems	<ul style="list-style-type: none"> - Identifying the carrying capacity of the environment to overcome environmental and population problems - Identifying environmental problems that arise due to population conditions - Identifying increased human resource capacity to overcome environmental and population problems - Identifying resource conservation for solving population and environmental problems 	<p>Criteria: 0 - 100</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Culponion, Discussion, Assignment 2 X 50		<p>Material: problem solving</p> <p>References: <i>Chandra, Dr. Budiman. 2007. Introduction to Environmental Health. Jakarta: Medical Book Publishers</i></p>	5%
13	Students are able to understand development, population and the environment towards human welfare	<ul style="list-style-type: none"> - Identifying problems of Inequality, Poverty, Lifestyle in PKLH - Identifying environmentally sound development policies for human welfare - Describing environmental ethics that humans must have - Identifying sustainable development efforts for human welfare - Identifying environmental conflict management 	<p>Criteria: 0 - 100</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Culponion, Discussion, Assignment 2 X 50		<p>Material: welfare</p> <p>Bibliography: <i>Valentine, EB 2014. Approaches to Human Geography.. SAGE: Publications, Ltd.</i></p>	10%
14	Students are able to understand development, population and the environment towards human welfare	<ul style="list-style-type: none"> - Identifying problems of Inequality, Poverty, Lifestyle in PKLH - Identifying environmentally sound development policies for human welfare - Describing environmental ethics that humans must have - Identifying sustainable development efforts for human welfare - Identifying environmental conflict management 	<p>Criteria: 0 - 100</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests</p>	Culponion, Discussion, Assignment 2 X 50		<p>Material: environment for well-being</p> <p>Reference: <i>Valentine, EB 2014. Approaches to Human Geography.. SAGE: Publications, Ltd.</i></p>	10%

15	Students are able to understand development, population and the environment towards human welfare	- Identifying problems of Inequality, Poverty, Lifestyle in PKLH - Identifying environmentally sound development policies for human welfare - Describing environmental ethics that humans must have - Identifying sustainable development efforts for human welfare - Identifying environmental conflict management	Criteria: 0 - 100 Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Culpointion, Discussion, Assignment 2 X 50		Material: environment for well-being Reference: <i>Valentine, EB 2014.</i> <i>Approaches to Human Geography.. SAGE: Publications, Ltd.</i>	10%
16	UAS	- Analyzing the concept of socialization - Analyzing the concept of socialization through school channels - Analyzing the concept of socialization through channels outside of school - Implementing PKLH in the surrounding environment	Criteria: 0 - 100	2 X 50 test			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	40%
2.	Portfolio Assessment	40%
3.	Test	20%
		100%

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.

