



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

Document Code

SEMESTER LEARNING PLAN

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| Courses | CODE | Course Family | Credit Weight | SEMESTER | Compilation Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Land Erosion and Conservation | 8720202023 | | T=2 P=0 ECTS=3.18 | 0 | July 18, 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| AUTHORIZATION | SP Developer | | Course Cluster Coordinator | Study Program Coordinator | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Dr. Nugroho Hari Purnomo, S.P., M.Si. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning model | Case Studies | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Program Learning Outcomes (PLO) | PLO study program which is charged to the course | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Program Objectives (PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PLO-PO Matrix | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="15"></td> </tr> </table> | | | | | P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| P.O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="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 |
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| Short Course Description | Understanding and assessing the nature and scope of land erosion and conservation, criteria for suitability and capability of land for several agricultural, forestry, settlement and tourism commodities, understanding the concept of analysis units based on landforms, terrain and terrain, preparation of analysis unit maps, spatial characteristics of the unit analysis, matching criteria with spatial characteristics in the analysis unit, land use | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Hardjowigeno, S., Widiatmaka, 2007. <i>Erosi Kesesuaian Lahan dan Perencanaan Tatagunaha Lahan</i> . Yogyakarta : Gadjah Mada University Press 2. Rayes, L., 2006. <i>Metode Inventarisasi Sumberdaya Lahan</i> . Yogyakarta : Penerbit Andi 3. Verstappen, 2015. <i>Geomorfologi Terapan</i> . Terjemahan Sutikno. Yogyakarta : Ombak 4. Ritohardoyo, S. 2013. <i>Penggunaan dan Tata Guna Lahan</i> . Yogyakarta : Penerbit Ombak 5. Turner, B.L., Meyer, W. 1994. <i>Changes in Land Use and Land Cover. A Global Perspective</i> . Cambridge : Cambridge University Press, | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Supporting lecturer | SOEGIYANTO Drs. Bambang Hariyanto, M.Pd. Dr. Nugroho Hari Purnomo, S.P., M.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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 14 | <p>Students are able to understand the concept and meaning of land erosion Students are able to understand approaches to land classification Students are able to understand the concept of landforms as units of analysis Students are able to understand the concept of applied geomorphology as a basis for land erosion Students are able to identify several landform units Students are able to understand the concepts of terrain and land as units of analysis Students are able to identify several terrain units and land Students are able to understand land use classifications Students are able to understand changes in land use Students are able to understand land suitability classifications Students are able to understand land capability classifications Students are able to understand land conservation for agriculture and forestry Students are able to understand land conservation for non-agriculture and forestry Students are able to identify areas for land use planning based on land conservation Students able to plan land use based on land erosion</p> | <p>Explain: the concept and understanding of land erosion, approaches to land classification, the concept of landforms as a unit of analysis, students are able to understand the concept of applied geomorphology as a basis for land erosion, identify several landform units, the concept of terrain and land as a unit of analysis, identify several units of terrain and land, land use classification, land use change, suitability classification land classification land capability land conservation for agriculture and forestry identifying areas for land use planning based on land erosion</p> | <p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5. Tasks: performed on each indicator | <p>Presentation, class discussion, question and answer 2 X 50</p> | | 0% |
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| 15 | Students are able to understand the concept and meaning of land erosion Students are able to understand approaches to land classification Students are able to understand the concept of landforms as units of analysis Students are able to understand the concept of applied geomorphology as a basis for land erosion Students are able to identify several landform units Students are able to understand the concepts of terrain and land as units of analysis Students are able to identify several terrain units and land Students are able to understand land use classifications Students are able to understand changes in land use Students are able to understand land suitability classifications Students are able to understand land capability classifications Students are able to understand land conservation for agriculture and forestry Students are able to understand land conservation for non-agriculture and forestry Students are able to identify areas for land use planning based on land conservation Students are able to plan land use based on land erosion | Explain: the concept and understanding of land erosion, approaches to land classification, the concept of landforms as a unit of analysis, students are able to understand the concept of applied geomorphology as a basis for land erosion, identify several landform units, the concept of terrain and land as a unit of analysis, identify several units of terrain and land, land use classification, land use change, suitability classification, land classification, land capability, land conservation for agriculture and forestry, identifying areas for land use planning based on land conservation, planning land use based on land erosion | Criteria: 1. The assessment criteria are carried out by looking at aspects: 2.1. Participation: carried out by observing student activities (weight 2) 3.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 4.3. UAS: carried out every semester to measure all indicators (weight 3) 5. Tasks: performed on each indicator | Presentation, class discussion, question and answer 2 X 50 | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| No | Evaluation | Percentage |
|----|------------|------------|
| | | 0% |

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.

