



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Geography Education Undergraduate 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>																																																				
<b>Regional Geography of the World</b>	8720202046	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	July 17, 2024																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																					
	Dr. Fahmi Fahrudin Fadirubun, M.Pd. / Mohammad Daman Huri, M.Sc./ Nurul Makhmudiyah, S.Si., M.T.		Dr. Nugroho Hari Purnomo, S.P., M.Si.	Dr. Nugroho Hari Purnomo, S.P., M.Si.																																																					
<b>Learning model</b>	<b>Case Studies</b>																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																								
	<b>PLO-8</b>	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																																																							
	<b>Program Objectives (PO)</b>																																																								
	<b>PO - 1</b>	- Able to utilize information technology to obtain data and information related to regionalization in Asia, America, Europe, Africa and Australia-Oceania. - Mastering regional concepts in the world, getting to know the conditions of the continents of Asia, America, Europe, Africa and Australia-Oceania. -Able to describe the overall characteristics of physical, social, economic and cultural conditions on the continents of Asia, America, Europe, Africa and Australia-Oceania. -Students have a responsible attitude in describing the importance of bilateral and multilateral cooperation																																																							
	<b>PLO-PO Matrix</b>																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>				P.O	PLO-8	PO-1																																																	
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PO-1																																																									
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																								
	<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; text-align: center;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <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 style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></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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PO-1																																																									
<b>Short Course Description</b>	Analyze regional concepts and the basics of regionalization, analyze geographic factors that support interactions between regions in the world, by utilizing information technology you can obtain more updated data and information about the continents of Asia, America, Europe, Africa, Australia, and Antarctica regarding forms of cooperative relations with Indonesia																																																								
<b>References</b>	<b>Main :</b>																																																								
	<ol style="list-style-type: none"> <li>1. Bratamidjaja, Rachmat, 1990, Ensiklopedi Seri Geografi Indonesia, (ASIA, AMERIKA, EROPA, AFRIKA, AUSTRALIA-OSEANIA). PT Intermassa, Jakarta.</li> <li>2. Johnson, Douglas L., Haarmann, Viola., Johnson, Merrill L., Clawson, David L. 2010. World Regional Geography : A Development Approach . New York : Pearson Prentice Hall, Pearson Education Inc.</li> <li>3. Kuspriyanto, 1996, Geografi Regional Afrika . Unipress Unesa, Surabaya</li> <li>4. Sulistinah, 1996, Geografi Regional Eropa. Unipress Unesa, Surabaya</li> </ol>																																																								
	<b>Supporters:</b>																																																								
<b>Supporting lecturer</b>	Dr. Bambang Sigit Widodo, M.Pd. Nurul Makhmudiyah, S.Si., M.T. Dr. Fahmi Fahrudin Fadirubun, M.Pd Mohammad Daman Huri, S.Pd., M.Sc.																																																								
<b>Week-</b>	<b>Final abilities of each learning</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>	<b>Learning materials</b>	<b>Assessment Weight (%)</b>																																																				

	stage (Sub-PO)	Indicator	Criteria & Form	Offline ( <i>offline</i> )	Online ( <i>online</i> )	[ References ]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to analyze regional geography concepts and studies	1. Analyze the concepts of Regional Geography and Regionalization 2. Analyze the elements of regionalization	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	Discussion, Reflection and assignment 2 X 50		<b>Material:</b> - Concepts and studies of regional geography - Elements in regionalization <b>Reference:</b> <i>Bratamidjaja, Rachmat, 1990, Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%
2	Students analyze to describe the regionalization of the African continent	1. Analyze the elements in the regionalization of the African continent 2. Analyzing the regionalization of the African continent	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	Discussion, Reflection, Presentation, Assignment 2 X 50		<b>Material:</b> - Elements of regionalization of the African continent - Regionalization of the African continent <b>References:</b> <i>Bratamidjaja, Rachmat, 1990, Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%
3	Students are able to analyze the population situation and economic activities of the population in Africa	1. Analyze the situation of the population in Africa 2. Analyze natural resources and economic activities of the African population	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	Questions and answers and assignments 2 X 50		<b>Material:</b> Condition of the African Population Economic Activities of the African Population <b>References:</b> <i>Bratamidjaja, Rachmat, 1990, Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%
4	Students are able to analyze natural conditions and regionalization on the Asian continent	1. Analyze the natural conditions of the Asian continent 2. Analyze the situation of the population of the Asian continent	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	Questions and answers, discussions, assignments 2 X 50		<b>Material:</b> Natural Conditions of Europe (relief, climate, natural vegetation) Regionalization of Europe <b>Reference:</b> <i>Sullistinah, 1996, Regional Geography of Europe. Unipress Unesa, Surabaya</i>	5%

5	Students analyze the population situation and economic activities of the Asian population	<ol style="list-style-type: none"> <li>1. Analyze the economic activities of the population of the Asian continent</li> <li>2. Analyzing regionalization and forms of cooperation between Asian countries and Indonesia</li> </ol>	<p><b>Criteria:</b> Complete &gt; 69</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, assignment 2 X 50		<p><b>Material:</b> State of the European Population Economic Activities of the European Population</p> <p><b>Reference:</b> <i>Sullistinah, 1996, Regional Geography of Europe. Unipress Unesa, Surabaya</i></p>	5%
6	Students analyze the population situation and economic activities of the Australian population	<ol style="list-style-type: none"> <li>1. Analyze the natural conditions of the Australian continent</li> <li>2. Analyze the condition of the population of the Australian continent</li> <li>3. Analyze the economic activities of the population of the Australian continent</li> </ol>	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, assignment 2 X 50		<p><b>Material:</b> State of the European Population Economic Activities of the European Population</p> <p><b>Reference:</b> <i>Sullistinah, 1996, Regional Geography of Europe. Unipress Unesa, Surabaya</i></p>	5%
7	Students are able to analyze forms of cooperation between Australian countries and Indonesia	<ol style="list-style-type: none"> <li>1. Analyzing forms of regional cooperation on the Australian continent</li> <li>2. Analyze the form of cooperation between Australia and Indonesia</li> </ol>	<p><b>Criteria:</b> Complete &gt; 69</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Discussion, Reflection and assignment 2 X 50		<p><b>Material:</b> Forms of regional cooperation in Europe Forms of European-Indonesian cooperation</p> <p><b>Reference:</b> <i>Sullistinah, 1996, Regional Geography of Europe. Unipress Unesa, Surabaya</i></p>	10%
8	Midterm Exam (UTS)	accuracy of analysis	<p><b>Criteria:</b> Exact &gt; 65</p> <p><b>Form of Assessment :</b> Test</p>	Written Test (Midterm Exam) 2 X 50		<p><b>Material:</b> regionalization</p> <p><b>References:</b> <i>Johnson, Douglas L., Haarmann, Viola., Johnson, Merrill L., Clawson, David L. 2010. World Regional Geography : A Development Approach. New York : Pearson Prentice Hall, Pearson Education Inc.</i></p>	5%

9	Students are able to analyze the natural conditions on the Antarctic continent	Analyze the natural conditions of the Antarctic continent	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	Discussion, lectures and assignments 2 X 50		<b>Material:</b> - Natural conditions of the American continent - Regionalization of the American continent - Economic activities of its population <b>References:</b> <i>Bratamidjaja, Rachmat, 1990, Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%
10	Students are able to analyze the population situation and economic activities on the Antarctic continent	Analyze the population situation and economic activities of the inhabitants of the Antarctic continent	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	Discussion, lectures and assignments 2 X 50		<b>Material:</b> - Natural conditions of the American continent - Regionalization of the American continent - Economic activities of its population <b>References:</b> <i>Bratamidjaja, Rachmat, 1990, Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%
11	Students are able to analyze the state of nature, the state of the population and the economic activities of the American population	1. Analyze the natural conditions of the American continent 2. Analyze the state of the population and economic activities of the American continent	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities, Tests	Discussion, lectures and assignments 2 X 50		<b>Material:</b> - Natural conditions of the American continent - Regionalization of the American continent - Economic activities of its population <b>References:</b> <i>Bratamidjaja, Rachmat, 1990, Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%

12	Students are able to analyze the natural conditions and economic activities of the American population	<ol style="list-style-type: none"> <li>Analyzing the regionalization of the American continent</li> <li>Analyze the forms of cooperation between the countries of the American continent and Indonesia</li> </ol>	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities	lectures, discussions, assignments 2 X 50		<b>Material:</b> -The natural state of the Asian continent - Regionalization of the Asian continent -The state of the population and the economic activities of its inhabitants <b>Reference:</b> <i>Johnson, Douglas L., Haarmann, Viola., Johnson, Merrill L., Clawson, David L. 2010. World Regional Geography : A Development Approach . New York : Pearson Prentice Hall, Pearson Education Inc.</i>	5%
13	Students are able to analyze the natural conditions, population conditions and economic activities of the European population	<ol style="list-style-type: none"> <li>Analyze the natural conditions of the European continent</li> <li>Analyze the situation of the population of the European continent</li> <li>Analyze the economic activities of the population of the European continent</li> </ol>	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	lectures, discussions, assignments 2 X 50		<b>Material:</b> -The natural state of the Asian continent - Regionalization of the Asian continent -The state of the population and the economic activities of its inhabitants <b>Reference:</b> <i>Johnson, Douglas L., Haarmann, Viola., Johnson, Merrill L., Clawson, David L. 2010. World Regional Geography : A Development Approach . New York : Pearson Prentice Hall, Pearson Education Inc.</i>	10%
14	Students are able to regionalize the European continent	Analyzing the regionalization of the European continent	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Culponsions, discussions, assignments 2 X 50		<b>Material:</b> -The natural state of the Asian continent - Regionalization of the Asian continent -The state of the population and the economic activities of its inhabitants <b>Reference:</b> <i>Johnson, Douglas L., Haarmann, Viola., Johnson, Merrill L., Clawson, David L. 2010. World Regional Geography : A Development Approach . New York : Pearson Prentice Hall, Pearson Education Inc.</i>	10%

15	Students are able to analyze forms of European cooperation with Indonesia	Analyzing forms of cooperation between European continental countries and Indonesia	<b>Criteria:</b> Complete > 69  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Culponction, Discussion and Assignment 2 X 50		<b>Material:</b> - Natural conditions of the Australia-Oceania continent. - Population conditions and economic activities of the population of Australia and Oceania <b>Reference:</b> Bratamidjaja, Rachmat, 1990, <i>Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	10%
16	Final Semester Examination (UAS)	- Explain the natural conditions of the Australian continent - Explain the natural conditions of Oceania - Explain the economic activities of the people of Australia and Oceania	<b>Criteria:</b> According to Academic Guidelines  <b>Form of Assessment :</b> Test	Culponction, Discussion and Assignment 2 X 50		<b>Material:</b> world regional geo <b>References:</b> Bratamidjaja, Rachmat, 1990, <i>Encyclopedia of Indonesian Geography Series, (ASIA, AMERICA, EUROPE, AFRICA, AUSTRALIA-OSEANIA). PT Intermass, Jakarta.</i>	5%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	25%
3.	Test	12.5%
		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.

