



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
LESSON PLANNING	8720202208	Basic Educational Skills	T=2	P=0	ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that 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)

PO - 1 Able to analyze material characteristics (content knowledge), plan, evaluate/assess, and prepare follow-up actions in innovative Geography learning by utilizing various science and technology-based learning resources

PO - 2 Able to plan high school Geography learning by utilizing various science and technology based learning resources.

PO - 3 Able to demonstrate independent performance and work together to produce learning tools

PO - 4 Able to be responsible for designing/planning learning independently

PLO-PO Matrix

	P.O	PLO-6
	PO-1	
	PO-2	
	PO-3	
	PO-4	

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																
	PO-2																
	PO-3																
	PO-4																

Short Course Description This course is a course that discusses geography learning planning by planning annual programs (PROTA) and semester programs (PROMES) which use the educational calendar in effect for the current academic year; make plans for implementing geography learning (RPP) which is oriented towards active student learning with a scientific approach that is relevant to the demands of the 2013 curriculum; develop teaching materials in geography learning, in the form of modules/dictates/handouts that can be used in geography learning which are able to provide meaningful learning experiences; develop student worksheets in the form of worksheets, job sheets, practical instructions in Geography learning that are oriented towards student activity/activities; developing an assessment sheet in Geography learning that measures the achievement of learning competencies using a project based learning approach with inquiry, discussion, question and answer, assignment methods. Assessment is carried out by performance, written tests and portfolios.

References **Main :**

1. Arsyad, Azhar. 2007. Media Pembelajaran . Jakarta: PT RajaGrafindo Persada.
2. Gersmehl, Phil, 2008, Teaching Geography, second edition , The Guilford Press, New York
3. Sudjana, Nana dan Ahmad Rivai. 2002. Media Pengajaran. Bandung: Sinar Baru Algesindo
4. Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, Instructional Technology and Media For Learning, Edisi kesembilan , Kencana Prenada Media Group, Jakarta.
5. Sumarmi, 2013, Model Pembelajaran Geografi , Malang, Media Pustaka Wiwik Sri Utami, 2017, Perencanaan Pengajaran Geografi, Surabaya, UNIPRESS
6. Wiwik Sri Utami, 2017, Perencanaan Pengajaran Geografi, Surabaya, UNIPRESS

		Supporters:					
		<p>1. 1. Kemendikbud, 2016, Permendikbud No.20 Tahun 2016 2. Kemendikbud, 2016, Lampiran Permendikbud No.21 Tahun 2016 3. Kemendikbud, 2016, Lampiran Permendikbud No.22 Tahun 2016 4. Kemendikbud, 2016,Lampiran Permendikbud No.23 Tahun 2016 5. Kemendikbud, 2016, Lampiran Permendikbud No.24 Tahun 2016 6. Kemendikbud, 2018, Panduan Penilaian Proses dan Hasil Belajar 7. Kalender Akademik Satuan Pendidikan</p>					
Supporting lecturer		Dra. Ita Mardiani Zain, M.Kes. Dr. Wiwik Sri Utami, M.P.					
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	Able to prepare PROTA and PROMES in Geography learning	<p>1.1.1 Calculating effective weeks for Geography learning.</p> <p>2.1.2 Prepare an annual program for Geography learning</p> <p>3.1.3 Calculating effective hours in learning Geography.</p> <p>4.1.4 Arrange a semester program for Geography learning</p>	<p>Criteria: If it complies with the provisions, it is declared correct</p> <p>Form of Assessment : Participatory Activities</p>	Assignments, simulations, discussions 2 X 50	Simulation and assignment	<p>Material: Annual program and semester program</p> <p>References: 1. Ministry of Education and Culture, 2016, Minister of Education and Culture Regulation No. 20 of 2016 2. Ministry of Education and Culture, 2016, Attachment to Minister of Education and Culture No. 21 of 2016 3. Ministry of Education and Culture, 2016, Attachment to Minister of Education and Culture No. 22 of 2016 4. Ministry of Education and Culture , 2016, Attachment to Permendikbud No.23 of 2016 5. Ministry of Education and Culture, 2016, Attachment to Permendikbud No.24 of 2016 6. Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and Outcomes 7. Educational Unit Academic Calendar</p>	5%

2	Able to analyze Core Competencies (KI) and Basic Competencies (KD) in Geography subjects in SMA/MA classes X, XI, XII	<p>1.2.1. analyze the curriculum/content standards for Geography subjects.</p> <p>2.2.2. Explain the objectives of Geography learning in SMA/MA.</p> <p>3.2.3. Analyzing core competencies (KI 1, 2, 3, 4) in Geography subjects</p> <p>4.2.4. Analyzing basic competencies in Geography subjects</p> <p>5.2.5. Analyze the characteristics of Geography subjects from the perspective of attitude/perspective, skills and knowledge</p>	<p>Criteria: In accordance with the assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Assignment, 2 X 50 simulation	Tutorials and assignments	<p>Material: Analysis of KI/KD and Learning Achievements of Phase E and F Graduates</p> <p>References: 1. Ministry of Education and Culture, 2016, Minister of Education and Culture Regulation No. 20 of 2016 2. Ministry of Education and Culture, 2016, Attachment to Minister of Education and Culture No. 21 of 2016 3. Ministry of Education and Culture, 2016, Attachment to Minister of Education and Culture No. 22 of 2016 4. Ministry of Education and Culture, 2016, Attachment to Permendikbud No.23 of 2016 5. Ministry of Education and Culture, 2016, Attachment to Permendikbud No.24 of 2016 6. Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and Outcomes 7. Educational Unit Academic Calendar</p>	5%
3	Able to analyze Core Competencies (KI) and Basic Competencies (KD) in Geography subjects in SMA/MA classes X, XI, XII	<p>2.4. Analyzing basic competencies in Geography 2.5. Analyze the characteristics of Geography subjects from the perspective of attitude/perspective, skills and knowledge</p>	<p>Criteria: In accordance with the assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Assignment, 2 X 50 simulation	Assignment	<p>Material: Characteristics of Geography learning materials</p> <p>Library: Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</p>	5%

4	Able to develop a SMA/MA Geography learning syllabus	Develop an inspiring syllabus	<p>Criteria: according to the rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	simulation, assignment 2 X 50	demonstrations, discussions, assignments	<p>Material: Geography learning materials Library: 1. Kemendikbud, 2016, Permendikbud No.20 of 2016 2. Ministry of Education and Culture, 2016, Attachment to Permendikbud No.21 of 2016 3. Kemendikbud, 2016, Attachment to Permendikbud No.22 of 2016 4. Kemendikbud, 2016, Attachment to Permendikbud No.23 of 2016 5. Ministry of Education and Culture, 2016, Attachment to Permendikbud No.24 of 2016 6. Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and Outcomes 7. Educational Unit Academic Calendar</p> <p>Material: Inspirational syllabus Reference: Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</p>	5%
5	Able to prepare an innovative SMA/MA Geography Learning Implementation Plan according to the demands of 21st century learning and present it with full responsibility	<p>1.4.1 develop indicators of competency achievement (knowledge and skills)</p> <p>2.4.2. Develop learning objectives that meet the ABCD elements.</p> <p>3.4.3. identify learning materials</p>	<p>Criteria: according to the assessment rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	assignments, discussions, presentations 2 X 50	Tutorials, assignments	<p>Material: Formulating GPA, Learning Objectives, hierarchy of learning materials Reference: Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</p>	10%

6	Able to prepare an innovative SMA/MA Geography Learning Implementation Plan according to the demands of 21st century learning and present it with full responsibility	4.4. designing learning activities based on student-based learning models	Criteria: according to the assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	assignments, discussions, presentations 2 X 50	assignment	Material: innovative learning models References: <i>Gersmehl, Phil, 2008, Teaching Geography, second edition, The Guilford Press, New York</i> Material: geography learning model Bibliography: <i>Sumarmi, 2013, Geography Learning Model, Malang, Media Pustaka Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</i>	5%
7	Able to prepare an innovative SMA/MA Geography Learning Implementation Plan according to the demands of 21st century learning and present it with full responsibility	1.4.5. choose sources, tools, learning media 2.4.6. Planning assessment instruments	Criteria: according to the assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	assignments, discussions, presentations 2 X 50		Material: Media Library: <i>Arsyad, Azhar. 2007. Learning Media. Jakarta: PT RajaGrafindo Persada.</i> Material: Learning media Readers: <i>Sudjana, Nana and Ahmad Rivai. 2002. Teaching Media. Bandung: Sinar Baru Algesindo</i> Material: Media and learning tools References: <i>Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, Instructional Technology and Media For Learning, Ninth Edition, Kencana Prenada Media Group, Jakarta.</i> Material: Planning assessment instruments References: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</i>	5%

8	Midterm exam	Planning learning that is in line with the demands of the 21st century	<p>Criteria: according to the rubric and assessment guidelines</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Test 2 X 50	Test	<p>Material: Innovative and creative Geography Learning</p> <p>Reference: Gersmehl, Phil, 2008, <i>Teaching Geography</i>, second edition, The Guilford Press, New York</p> <hr/> <p>Material: Media and learning tools</p> <p>References: Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, <i>Instructional Technology and Media For Learning</i>, Ninth Edition, Kencana Prenada Media Group, Jakarta.</p> <hr/> <p>Material: geography learning model</p> <p>Bibliography: Sumarmi, 2013, <i>Geography Learning Model</i>, Malang, Media Pustaka Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i>, Surabaya, UNIPRESS</p> <hr/> <p>Material: Planning assessment instruments</p> <p>References: Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i>, Surabaya, UNIPRESS</p>	5%
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9	Able to develop Geography learning media based on science and technology independently	Able to develop Geography learning media based on science and technology	<p>Criteria: according to the rubric</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Simulation, assignment 2 X 50	assignment	<p>Material: Media and learning tools Reader: Arsyad, Azhar. 2007. <i>Learning Media</i>. Jakarta: PT RajaGrafindo Persada.</p> <hr/> <p>Material: Learning media Bibliography: Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, <i>Instructional Technology and Media For Learning, Ninth Edition</i>, Kencana Prenada Media Group, Jakarta.</p>	10%
10	Able to develop Geography learning teaching materials	Able to develop Geography learning teaching materials	<p>Criteria: according to the rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	assignment, discussion 2 X 50	assignments, presentations	<p>Material: teaching materials Bibliography: Gersmehl, Phil, 2008, <i>Teaching Geography, second edition</i>, The Guilford Press, New York</p> <hr/> <p>Material: Teaching Materials Library: Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i>, Surabaya, UNIPRESS</p>	10%
11	Able to develop Student Activity Sheets that include Geography science literacy and skills	1. Able to prepare knowledge-based LPKP	<p>Criteria: according to the rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	assignment, discussion 2 X 50	assignment	<p>Material: LKPD Library: Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, <i>Instructional Technology and Media For Learning, Ninth Edition</i>, Kencana Prenada Media Group, Jakarta.</p> <hr/> <p>Material: LKPD Library: Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i>, Surabaya, UNIPRESS</p>	10%

12	Able to develop Student Activity Sheets that include Geography science literacy and skills	2. Able to prepare skills-based LKPD	<p>Criteria: according to the rubric</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	assignment, discussion 2 X 50	assignments, discussions	<p>Material: spatial thinking, geography skills</p> <p>Reference: Gersmehl, Phil, 2008, <i>Teaching Geography, second edition</i>, The Guilford Press, New York</p>	5%
13	Able to develop instruments for assessing learning processes and outcomes	<p>1.1. Explain assessment techniques</p> <p>1.2. Prepare attitude/character assessment instruments accompanied by assessment rubrics</p> <p>1.3. Develop a knowledge assessment instrument accompanied by an assessment rubric</p> <p>1.4. Develop a skills assessment accompanied by an assessment rubric</p>	<p>Criteria: according to the rubric</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Demonstration, discussion 2 X 50	Demonstration	<p>Material: Assessment standards</p> <p>Literature: <i>Assessment Techniques : Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</i></p> <p>Material: Assessment standards</p> <p>Literature: 1. <i>Kemendikbud, 2016, Permendikbud No.20 of 2016</i> 2. <i>Ministry of Education and Culture, 2016, Attachment to Permendikbud No.21 of 2016</i> 3. <i>Kemendikbud, 2016, Attachment to Permendikbud No.22 of 2016</i> 4. <i>Kemendikbud, 2016, Attachment to Permendikbud No.23 of 2016</i> 5. <i>Ministry of Education and Culture, 2016, Attachment to Permendikbud No.24 of 2016</i> 6. <i>Ministry of Education and Culture, 2018, Guide to Assessment of Learning Processes and Outcomes</i> 7. <i>Educational Unit Academic Calendar</i></p>	5%
14	Able to develop instruments for assessing learning processes and outcomes	<p>1.1.3. Develop a knowledge assessment instrument accompanied by an assessment rubric</p> <p>2.1.4. Develop a skills assessment accompanied by an assessment rubric</p>	<p>Criteria: according to the rubric</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Assignment, presentation 2 X 50	Assignment	<p>Material: Various assessment instruments</p> <p>References: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</i></p>	5%

15	Able to develop instruments for assessing learning processes and outcomes	1.4. Develop a skills assessment accompanied by an assessment rubric	Criteria: according to the rubric Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	assignment 2 X 50	assignments, presentations, discussions	Material: Various assessment instruments References: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</i>	5%
16	Final exams	Master all Sub CPMK	Criteria: according to the rubric Form of Assessment : Project Results Assessment / Product Assessment	Test 2 X 50	Test	Material: geography learning model Bibliography: <i>Sumarmi, 2013, Geography Learning Model, Malang, Media Pustaka Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS</i> Material: innovative learning models, Geography perspectives Library: <i>Gersmehl, Phil, 2008, Teaching Geography, second edition, The Guilford Press, New York</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	19.59%
2.	Project Results Assessment / Product Assessment	50.43%
3.	Portfolio Assessment	16.26%
4.	Practice / Performance	12.09%
5.	Test	1.67%
		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.

