



**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																																	
Geography Learning Technology	8720202177		T=2 P=0 ECTS=3.18	5	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																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 30px;">P.O</td></tr> </table>					P.O																															
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																					
		<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">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
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Conduct studies and provide an understanding of the role of geography learning technology in schools in order to solve various student learning problems regarding the study of geography. Conceptual mastery of the five domains of geographic learning technology in the form of planning, development, utilization, management and evaluation to facilitate student learning interests. Learning is carried out by applying a constructivist approach through problem-based learning strategies.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Barbara B. Seels dan Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT 2. Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT 3. Miarso, Y. 2012. Menyemai Benih Teknologi Pendidikan. Jakarta: Prenada Media. 4. Prasetya, S.P. 2014. Media Pembelajaran Geografi. Yogyakarta: Penerbit Ombak. 5. _____, 2015. Journal of Technology Education. Council of Technology Teacher Education and the International Technology Education Association. ISSN 1045-1064 																																					
	Supporters:																																					
Supporting lecturer	Dr. Wiwik Sri Utami, M.P. Dr. Sukma Perdana Prasetya, S.Pd., 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	Able to explain lecture maps and describe geography learning problems. Able to explain the history of learning problem solving and the emergence of learning technology as problem solving	<ol style="list-style-type: none"> 1.Explain the concept of educational technology 2.Explain the concept of learning technology 3.Identify the differences between educational technology vs learning technology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Lecture Group discussion 4 X 50		0%
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2	Able to explain lecture maps and describe geography learning problems. Able to explain the history of learning problem solving and the emergence of learning technology as problem solving	<ol style="list-style-type: none"> 1.Explain the concept of educational technology 2.Explain the concept of learning technology 3.Identify the differences between educational technology vs learning technology 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Lecture Group discussion 4 X 50		0%
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3	able to understand the domain of geographic learning technology planning	<ol style="list-style-type: none"> 1.explain the design of learning systems (instructional system design) for both formal and non-formal types of education in the context of education and training, 2.explain the design of learning strategies (instructional strategies) for various learning contexts, 3.explains designing messages for learning (message design), 4.identifying learner characteristics for learning at various levels and learning contexts. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Lecture Group discussion 6 X 50			0%
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4	able to understand the domain of geographic learning technology planning	<ol style="list-style-type: none"> 1.explain the design of learning systems (instructional system design) for both formal and non-formal types of education in the context of education and training, 2.explain the design of learning strategies (instructional strategies) for various learning contexts, 3.explains designing messages for learning (message design), 4.identifying learner characteristics for learning at various levels and learning contexts. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Lecture Group discussion 6 X 50			0%
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5	able to understand the domain of geographic learning technology planning	<ol style="list-style-type: none"> 1.explain the design of learning systems (instructional system design) for both formal and non-formal types of education in the context of education and training, 2.explain the design of learning strategies (instructional strategies) for various learning contexts, 3.explains designing messages for learning (message design), 4.identifying learner characteristics for learning at various levels and learning contexts. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Contains an assessment rubric, for example: 2.question number 1 has a weight of 10 if..... 3.question number 2 has a weight of 5 if.....etc 4.The assessment criteria are carried out by looking at aspects: 5.1. Participation: carried out by observing student activities (weight 2) 6.2. UTS: carried out with an assessment during the middle of the semester (weight 2) 7.3. UAS: carried out every semester to measure all indicators (weight 3) 8.4. Task: carried out on each indicator (weight 3) 9.Student Final Grade: 10.Participation Score (2) x Lever Score (3) x UTS Score (2) x UAS Score (3) divided by 10. 	Lecture Group discussion 6 X 50			0%
6	Students are able to understand the domain of geographic learning technology development	<ol style="list-style-type: none"> 1. Explain the development of various learning media/learning resources related to: a). Print technology (print technologies), such as teaching materials, modules, textbooks, etc., b). Audiovisual technologies, such as slides, video, radio, television, film, etc., c). Computer-assisted technology (computer-based technologies), such as computer-assisted learning (CAI), d). Integrated technologies, such as learning that uses various learning resources in an integrated manner which is controlled by computers. 	<p>Criteria:</p> <p>PAN</p>	Lectures 2 X 50 group discussions			0%

7	Students are able to understand the domain of geographic learning technology development	1. Explain the development of various learning media/learning resources related to: a). Print technology (print technologies), such as teaching materials, modules, textbooks, etc., b). Audiovisual technologies, such as slides, video, radio, television, film, etc., c). Computer-assisted technology (computer-based technologies), such as computer-assisted learning (CAI), d). Integrated technologies, such as learning that uses various learning resources in an integrated manner which is controlled by computers.	Criteria: PAN	Lectures 2 X 50 group discussions			0%
8	Midterm exam			2 X 50			0%
9	Students are able to understand the domain of using geography learning technology	1. Explain the use of various learning media/resources (media utilization), 2. explain the diffusion of learning innovation, both at the level of theory, concept, model, and learning resources that have been developed (diffusion of innovation), 3. Explain policies and regulations regarding the use of learning resource media (policies and regulations).	Criteria: PAN	Lectures 2 X 50 group discussions			0%
10	Students are able to understand the domain of using geography learning technology	1. Explain the use of various learning media/resources (media utilization), 2. explain the diffusion of learning innovation, both at the level of theory, concept, model, and learning resources that have been developed (diffusion of innovation), 3. Explain policies and regulations regarding the use of learning resource media (policies and regulations).	Criteria: PAN	Lectures 2 X 50 group discussions			0%

11	Students are able to understand the domain of managing geography learning technology	1. Explain the management of various projects developing processes and resources for learning purposes (project management), 2. Explain the management of various learning resources (resources management) 3. explain the management of the delivery system (delivery system management), 4. explain the management information for learning (information management).	Criteria: PAN	Lectures, group discussions 2 X 50			0%
12	Students are able to understand the domain of managing geography learning technology	1. Explain the management of various projects developing processes and resources for learning purposes (project management), 2. Explain the management of various learning resources (resources management) 3. explain the management of the delivery system (delivery system management), 4. explain the management information for learning (information management).	Criteria: PAN	Lectures, group discussions 2 X 50			0%
13	Students are able to understand the domain of managing geography learning technology	1. Explain the management of various projects developing processes and resources for learning purposes (project management), 2. Explain the management of various learning resources (resources management) 3. explain the management of the delivery system (delivery system management), 4. explain the management information for learning (information management).	Criteria: PAN	Lectures, group discussions 2 X 50			0%

14	Students are able to understand the domain of geography learning technology evaluation	analyzing learning problems (problem analysis): a). develop and carry out evaluations using criterion-referenced evaluations, b) carry out formative evaluations of various learning resources during the development process, c. carry out summative evaluations to determine the effectiveness, efficiency and attractiveness of various learning resources.	Criteria: PAN	Lectures, group discussions 2 X 50			0%
15	Students are able to understand the domain of geography learning technology evaluation	analyzing learning problems (problem analysis): a). develop and carry out evaluations using criterion-referenced evaluations, b) carry out formative evaluations of various learning resources during the development process, c. carry out summative evaluations to determine the effectiveness, efficiency and attractiveness of various learning resources.	Criteria: PAN	Lectures, group discussions 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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.

