



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												
Development of Learning Tools	8720203122		T=3 P=0 ECTS=4.77	5	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																
		P.O															
	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
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. <i>Media Pembelajaran</i> . Jakarta: PT RajaGrafindo Persada. 2. Gersmehl, Phil, 2008, <i>Teaching Geography, second edition</i> , The Guilford Press, New York 3. Kemendikbud, 2014, Permendikbud Nomor 59 tentang Kurikulum Geografi SMA, Jakarta, Kemendikbud 4. _____, 2014, Permendikbud Nomor 103 tentang Standar Proses Pembelajaran di SMA, Jakarta, Kemendibud 5. _____, 2014, Permendikbud Nomor 104 tentang Standar Penilaian dan Penulisan laporan Hasil Belajar, Jakarta, Kemendikbud 6. _____, 2014, Lampiran 01 tentang Kompetensi Inti dan Kompetensi Dasar MAPEL di SMA/SMK/MA Permendikbud Nomor 59, Jakarta, Kemendikbud. 7. _____, 2014, Lampiran 02 tentang Silabus MAPEL di SMA/SMK/MA Permendikbud Nomor 59, Jakarta, Kemendikbud. 8. _____, 2014, Lampiran 03 tentang Pedoman Mata Pelajaran Geografi di SMA Permendikbud Nomor 59, Jakarta, Kemendibud 9. Sudjana, Nana dan Ahmad Rivai. 2002. <i>Media Pengajaran</i> . Bandung: Sinar Baru Algesindo 10. Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, <i>Instructional Technology and Media For Learning, Edisi kesembilan</i> , Kencana Prenada Media Group, Jakarta. 11. Sumarmi, 2013, <i>Model Pembelajaran Geografi</i> , Malang, Media Pustaka -----, 2013. <i>Modul PLPG Rayon 114 Unesa</i> , University Press.																
	Supporters:																

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	Students are able to analyze the high school Geography curriculum	- Explain the demands for Geography learning competencies in the high school curriculum. - Analyzing basic competencies in high school geography learning.	Criteria: 1. Assessment Sheet 1 is used for the mid-semester exam (UTS) 2. There are 5 questions. 3. Weight of each question = 20	- Pulpit lecture - Questions and answers 3 X 50			0%
2	Students are able to prepare an Annual Program (PROTA)	- Calculating effective weeks for Geography learning. - Prepare an annual program for Geography learning-	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - 3 X 50 assignment			0%
3	Students are able to prepare a Semester Program (PROMES)	- Calculating effective hours in Geography learning. - Arranging a semester program for Geography learning-	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - 3 X 50 assignment			0%

4	Students are able to develop learning indicators in Geography learning planning designs.	- Explain the rules for preparing learning indicators. - Explain the function of learning indicators - Develop learning indicators as a component of Geography learning planning.	Criteria: 1.Assessment Sheet 1 is used for the mid-semester exam (UTS) 2.There are 5 questions. 3.Weight of each question = 20	- Pulpit lecture - Demonstration - Assignment - 3 X 50 discussion			0%
5	Students develop learning objectives in Geography learning design.	- Explain the rules for writing learning objectives. - Develop learning objectives as a component of learning planning	Criteria: 1.In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - 3 X 50 assignment			0%
6	Students are able to design learning activities based on CBSA-oriented learning approaches, models and methods	- Explaining the scientific approach - Identifying learning models that suit curriculum demands. - Choose a learning method that suits the characteristics of the material. - Designing learning that is oriented towards active student learning.	Criteria: 1.Assessment Sheet 1 is used for the mid-semester exam (UTS) 2.There are 5 questions. 3.Weight of each question = 20	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
7	Students are able to design learning activities based on CBSA-oriented learning approaches, models and methods	- Explaining the scientific approach - Identifying learning models that suit curriculum demands. - Choose a learning method that suits the characteristics of the material. - Designing learning that is oriented towards active student learning.	Criteria: 1.Assessment Sheet 1 is used for the mid-semester exam (UTS) 2.There are 5 questions. 3.Weight of each question = 20	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
8	MIDDLE SEMESTER EXAMINATION (UTS)			3 X 50			0%

9	Students are able to develop Geography teaching materials	- Differentiate teaching materials from learning resources - Develop handouts in Geography learning. - Developing modules in Geography learning. - Developing diktats in Geography learning.	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
10	Students are able to develop Geography teaching materials	- Differentiate teaching materials from learning resources - Develop handouts in Geography learning. - Developing modules in Geography learning. - Developing diktats in Geography learning.	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%
11	Students are able to create Geography learning media	- Classifying Geography learning media. - Create Geography learning media.	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - Assignment - Discussion 3 X 50			0%

12	Students are able to prepare student activity sheets (LKS). Students are able to identify assessment techniques in studying Geography	<ul style="list-style-type: none"> - Developing Student Worksheets (LKS-L1) - Developing Student Activity Sheets (LKS-L2) - Developing practical instructions - Developing observation instruments - Explaining the difference between assessment and assessment - Explaining the rules for preparing test questions in Geography learning - Determining assessment techniques in Geography learning . 	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - 3 X 50 Discussion Assignment			0%
13	Students are able to prepare student activity sheets (LKS). Students are able to identify assessment techniques in studying Geography	<ul style="list-style-type: none"> - Developing Student Worksheets (LKS-L1) - Developing Student Activity Sheets (LKS-L2) - Developing practical instructions - Developing observation instruments - Explaining the difference between assessment and assessment - Explaining the rules for preparing test questions in Geography learning - Determining assessment techniques in Geography learning . 		- Pulpit lecture - Demonstration - 3 X 50 Discussion Assignment			0%
14	Students are able to prepare student activity sheets (LKS). Students are able to identify assessment techniques in studying Geography	<ul style="list-style-type: none"> - Developing Student Worksheets (LKS-L1) - Developing Student Activity Sheets (LKS-L2) - Developing practical instructions - Developing observation instruments - Explaining the difference between assessment and assessment - Explaining the rules for preparing test questions in Geography learning - Determining assessment techniques in Geography learning . 		- Pulpit lecture - Demonstration - 3 X 50 Discussion Assignment			0%

15	Students are able to develop assessment instruments in Geography learning	- Developing a religious competency assessment instrument. - Developing a social competency assessment instrument. - Developing knowledge assessment instruments - Developing skills assessment instruments	Criteria: 1. In Assessment Sheet 2, the Assessment aspects in the Portfolio include: 2.- PROTA 3.- PROMES 4.- lesson plan 5.- Teaching materials 6.- Instructional Media 7.- LKS 8.- Assessment instruments and assessment guidelines. 9.- Responsibility and independence in completing tasks on time 10.- Rubric and assessment guidelines: Attached.	- Pulpit lecture - Demonstration - Assignment - Discussion 3 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.