



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																																	
SCHOOL CURRICULUM	8720202200	Basic Educational Skills	T=2 P=0 ECTS=3.18	3	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Sri Murtini, M.Si.		Dr. Wiwik Sri Utami, M.P.	Dr. Nugroho Hari Purnomo, S.P., M.Si.																																		
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)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-6</td> </tr> </table>				P.O	PLO-6																															
P.O	PLO-6																																					
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">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	16
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Short Course Description	: Assessment of mastery of curriculum concepts by conducting an analysis of components, principles, curriculum development, basic concepts of geography education, the position of geography in the curriculum, and the ideal curriculum for geography education in high school. Learning model with problem based learning with individual assignments.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education . London: Earthscan 2. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Model Silabus Mata Pelajaran Sekolah Menengah Atas /Madrasah Aliyah (SM A /M A) Mata Pelajaran Geografi . Jakarta: Kemendikbud 3. Kementerian Pendidikan Dan Kebudayaan Jakarta. 2017. Buku Guru Geografi . Jakarta: Kemendikbud 4. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 5. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 22 Tahun 2016. Standar Proses Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 6. Peraturan Menteri Pendidikan Dan Geografi Kebudayaan Republik Indonesia Nomor 23 Tahun 2016. Standar Penilaian Pendidikan . Jakarta: Kemendikbud 7. Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 21 Tahun 2016. Standar Isi Pendidikan Dasar Dan Menengah . Jakarta: Kemendikbud 8. Kementerian Pendidikan Dan Kebudayaan Jakarta, 2016. Kompetensi Inti Dan Kompetensi Dasar Sekolah Menengah Atas /Madrasah Aliyah (S MA/ MA) . Mata Pelajaran Geografi 9. 9. Sutmaadmadja , N, 2005. MetodologiPengajaran Geografi . Jakarta: BumiAksara 																																					
	Supporters:																																					
Supporting lecturer	Dr. Wiwik Sri Utami, M.P. Dr. Sri Murtini, 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)
1	Able to explain the meaning, components and development of the curriculum in Indonesia	1. Can explain curriculum development in Indonesia 2. Explain the meaning of curriculum 3. Explain curriculum components . . .	Criteria: Complete > 69 Form of Assessment : Participatory Activities	problem based learning (lecture, discussion and question and answer) 2 X 50		Material: curriculum Reference: <i>Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture</i>	10%
2	Understand the curriculum analysis process		Form of Assessment : Participatory Activities	lecture, discussion, question and answer 2 X 50		Material: basic curriculum Reference: <i>Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture</i> Material: curriculum References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%
3	Understand the curriculum analysis process		Form of Assessment : Participatory Activities	lecture, discussion, question and answer 2 X 50		Material: basic curriculum Reference: <i>Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture</i> Material: curriculum References: <i>Blewitt, J &, Cullingford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%

4	Understand the curriculum analysis process		Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	lecture, discussion, question and answer 2 X 50		Material: basic curriculum Reference: <i>Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture</i> <hr/> Material: curriculum References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%
5	Understand the curriculum analysis process		Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	lecture, discussion, question and answer 2 X 50		Material: basic curriculum Reference: <i>Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture</i> <hr/> Material: curriculum References: <i>Blewitt, J &, Cullngford, C. 2014. The Sustainability Curriculum, Facing the Challenge in Higher Education. London: Earthscan</i>	5%

6	Understand the curriculum analysis process		Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	lecture, discussion, question and answer 2 X 50		Material: basic curriculum Reference: Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture ----- Material: curriculum References: Blewitt, J &, Cullingford, C. 2014. <i>The Sustainability Curriculum, Facing the Challenge in Higher Education.</i> London: Earthscan	5%
7	Understand the curriculum analysis process		Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	lecture, discussion, question and answer 2 X 50		Material: basic curriculum Reference: Minister of Education and Culture Regulation Number 21 of 2016. Content Standards for Primary and Secondary Education. Jakarta: Ministry of Education and Culture ----- Material: curriculum References: Blewitt, J &, Cullingford, C. 2014. <i>The Sustainability Curriculum, Facing the Challenge in Higher Education.</i> London: Earthscan	5%
8	UTS	UTS	Criteria: false true 1-100 Form of Assessment : Test	2 X 50			0%

9	Able to explain the implementation of the geography education curriculum in high school/aliyah	1.1. Explain the scope of geography learning in SMA/Aliyah 2.2. The position of geography subjects in the curriculum	Criteria: Assessment of essay questions is carried out during UAS Form of Assessment : Participatory Activities, Practice/Performance	2 X 50		Material: Scope of the geography learning curriculum in high school. Library: <i>Ministry of Education and Culture, Jakarta. 2017. Model Syllabus for High School / Madrasah Aliyah (SM A /MA) Geography Subjects. Jakarta: Ministry of Education and Culture</i>	5%
10	Able to explain the implementation of the geography education curriculum in high school/aliyah	1.1. Explain the scope of geography learning in SMA/Aliyah 2.2. The position of geography subjects in the curriculum	Criteria: Assessment of essay questions is carried out during UAS Form of Assessment : Participatory Activities, Practice/Performance	2 X 50		Material: Scope of the geography learning curriculum in high school. Library: <i>Ministry of Education and Culture, Jakarta. 2017. Model Syllabus for High School / Madrasah Aliyah (SM A /MA) Geography Subjects. Jakarta: Ministry of Education and Culture</i>	5%
11	Able to explain the implementation of the geography education curriculum in high school/aliyah	1.1. Explain the scope of geography learning in SMA/Aliyah 2.2. The position of geography subjects in the curriculum	Criteria: Assessment of essay questions is carried out during UAS Form of Assessment : Participatory Activities, Practice/Performance	2 X 50		Material: Scope of the geography learning curriculum in high school. Library: <i>Ministry of Education and Culture, Jakarta. 2017. Model Syllabus for High School / Madrasah Aliyah (SM A /MA) Geography Subjects. Jakarta: Ministry of Education and Culture</i>	5%

12	Able to analyze the development of KI, KD, and geography learning indicators in high school/aliyah	1. Analyze the development of KI, KD, and geography learning indicators in SMA/MA 2. Analyze the development of KI, KD, and geography learning indicators in SMA	Criteria: Assessment of essay questions is carried out during UAS Form of Assessment : Participatory Activities			Material: Core Competencies (KI) and Basic Competencies (KD) learning as well as Indicators of geography learning in SMA? Aliyah Library: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Senior High Schools / Madrasah Aliyah (S MA/ MA). Geography Subject</i>	10%
13	Able to analyze the development of KI, KD, and geography learning indicators in high school/aliyah	1. Analyze the development of KI, KD, and geography learning indicators in SMA/MA 2. Analyze the development of KI, KD, and geography learning indicators in SMA	Criteria: Assessment of essay questions is carried out during UAS Form of Assessment : Participatory Activities, Portfolio Assessment			Material: Core Competencies (KI) and Basic Competencies (KD) learning as well as Indicators of geography learning in SMA? Aliyah Library: <i>Ministry of Education and Culture Jakarta, 2016. Core Competencies and Basic Competencies for Senior High Schools / Madrasah Aliyah (S MA/ MA). Geography Subject</i>	10%
14	Ability to analyze K13 strategies and approaches in geography learning	1. Analyze the advantages and disadvantages of learning methods that can be applied in the geography learning process in SMA/MA 2. Explain the scientific approach in K13	Criteria: Assessment of essay questions is carried out during UAS Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests			Material: 1. Multi learning strategies 2. Scientific approach References: 9. <i>Sutmaadmadja, N, 2005. Geography Teaching Methodology. Jakarta: BumiAksara</i>	14%
15	Ability to analyze K13 strategies and approaches in geography learning	1. Analyze the advantages and disadvantages of learning methods that can be applied in the geography learning process in SMA/MA 2. Explain the scientific approach in K13	Criteria: Assessment of essay questions is carried out during UAS Form of Assessment : Portfolio Assessment			Material: 1. Multi learning strategies 2. Scientific approach References: 9. <i>Sutmaadmadja, N, 2005. Geography Teaching Methodology. Jakarta: BumiAksara</i>	10%
16			Form of Assessment : Test				0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	53.85%

2.	Portfolio Assessment	26.35%
3.	Practice / Performance	7.5%
4.	Test	11.35%
		99.05%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.