



**Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Geography Education Masters Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																																					
DEVELOPMENT OF GEOGRAPHY LEARNING MATERIALS	8710203003		T=3	P=0	ECTS=6.72	2	April 28, 2023																																																																																																																					
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																																						
	Dr. Wiwik Sri Utami, M.P		Dr. Muzayanah, ST. M.T			Dr. Sukma Perdana Prasetya, S.Pd., M.T.																																																																																																																						
Learning model	Project Based Learning																																																																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																											
	PLO-8	Able to manage educational and learning activities in educational institutions and community education in various roles																																																																																																																										
	PLO-10	Mastering geographic education problems based on the concept of transformative constructive education to understand the concept of structuring regional potential by using geographic technology in the education system in educational institutions and society																																																																																																																										
	Program Objectives (PO)																																																																																																																											
	PO - 1	Able to be responsible for designing/planning learning independently																																																																																																																										
	PO - 2	Able to demonstrate independent performance and work together to produce learning tools																																																																																																																										
	PO - 3	Able to plan high school Geography learning by utilizing various science and technology based learning resources																																																																																																																										
	PO - 4	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 - 5	Able to understand the principles of learning process targets. Understand the development of teaching materials based on geosphere phenomena. Understand the development of teaching materials based on local potential and wisdom																																																																																																																										
	PLO-PO Matrix																																																																																																																											
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-3</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> </tr> <tr> <td>PO-5</td> <td></td> <td></td> </tr> </tbody> </table>						P.O	PLO-8	PLO-10	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓		PO-5																																																																																																					
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	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>						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																	PO-5																
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Short Course Description	Discussing the formulation of learning outcomes; review high school geography curriculum and teaching materials; factors influencing curriculum development and implementation; identification of learning resource areas; the urgency of learning resources for the community; instructional design assumptions; instructional system design; rationality of instructional design; principles of learning process targets																																																																																																																											

References		Main :					
		<ol style="list-style-type: none"> 1. Utama: 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 6. Wiwik Sri Utami, 2017, Perencanaan Pengajaran Geografi, Surabaya, UNIPRES 7. Pendukung: Kemendikbud, 2016, Permendikbud No.20 Tahun 2016 8. Kemendikbud, 2016, Lampiran Permendikbud No.21 Tahun 2016 9. Kemendikbud, 2016, Lampiran Permendikbud No.22 Tahun 2016 10. Kemendikbud, 2016, Lampiran Permendikbud No.23 Tahun 2016 11. Kemendikbud, 2016, Lampiran Permendikbud No.24 Tahun 2016 12. Kemendikbud, 2018, Panduan Penilaian Proses dan Hasil Belajar 13. Kalender Akademik Satuan Pendidikan 14. Oliva, Peter F, (1992). Developing the Curriculum. New York: Harper Collins Publishers 15. Hasan, Hamid. (2008). Evaluasi Kurikulum. Bandung: Remaja Rosdakarya. 16. Sukmadinata, Nana S. (2006). Pengembangan kurikulum, teori dan praktek. Bandung: Remaja Rosdakarya. 17. Brubaker, D. I. (1992). Curriculum planning: The dynammes of theory and practice. Glenview: Score Foresman. 18. Moore, Alex. (2000). Teaching And Learning : Pedagogy, Curriculum and Culture. Routledge 					
		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	Understand the formulation of learning outcomes	Explaining the formulation of learning outcomes Explaining the curriculum review based on the basic building blocks Explaining the study of teaching materials	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Project Results Assessment / Product Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: formulation of learning outcomes References: Hasan, Hamid. (2008). Curriculum Evaluation. Bandung: Rosdakarya Youth.	5%
2	Understand the formulation of learning outcomes	Explaining the formulation of learning outcomes Explaining the curriculum review based on the basic building blocks Explaining the study of teaching materials	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Project Results Assessment / Product Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: formulation of learning outcomes References: Sukmadinata, Nana S. (2006). Curriculum development, theory and practice. Bandung: Rosdakarya Youth.	5%

3	Understand the formulation of learning outcomes	Explaining the formulation of learning outcomes Explaining the curriculum review based on the basic building blocks Explaining the study of teaching materials	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Project Results Assessment / Product Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: formulation of learning outcomes References: <i>Sukmadinata, Nana S. (2006). Curriculum development, theory and practice. Bandung: Rosdakarya Youth.</i>	5%
4	Understand curriculum development Understand curriculum implementation Understand identification of learning resources Understand the urgency of learning resources for the community	Explaining curriculum development Explaining curriculum implementation Explaining identification of learning resources Explaining the urgency of learning resources for society	Criteria: Students are able to explain, give examples, analyze conceptually and systematically	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: curriculum development Reader: <i>Hasan, Hamid. (2008). Curriculum Evaluation. Bandung: Rosdakarya Youth.</i> Material: curriculum development References: <i>Brubaker, DI (1992). Curriculum planning: The dynamics of theory and practice. Glenview: Score Foresman.</i>	5%
5	Understand curriculum development Understand curriculum implementation Understand identification of learning resources Understand the urgency of learning resources for the community	Explaining curriculum development Explaining curriculum implementation Explaining identification of learning resources Explaining the urgency of learning resources for society	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: curriculum development References: <i>Oliva, Peter F, (1992). Developing the Curriculum. New York: Harper Collins Publishers</i>	5%

6	Understand curriculum development Understand curriculum implementation Understand identification of learning resources Understand the urgency of learning resources for the community	Explaining curriculum development Explaining curriculum implementation Explaining identification of learning resources Explaining the urgency of learning resources for society	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: curriculum development References: <i>Oliva, Peter F, (1992). Developing the Curriculum. New York: Harper Collins Publishers</i>	5%
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8	UTS	Master all Sub CPMK	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Test	UTS 3 X 50	UTS 3 x 50	Material: Geography Teaching Planning Library: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRES</i>	10%
9	Understand instructional design assumptions Understand instructional system design Understand the rationality of instructional system design	Explaining instructional design assumptions Explaining instructional system design Explaining the rationale for instructional system design	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Project Results Assessment / Product Assessment	presentations, as well as facilitating class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	presentations, as well as facilitating class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: instructional design Bibliography: <i>Smaldino, Sharon, Deborah Lowther, James D. Russe, 2011, Instructional Technology and Media For Learning, Ninth Edition, Kencana Prenada Media Group, Jakarta.</i>	10%

10	Understand instructional design assumptions Understand instructional system design Understand the rationality of instructional system design	Explaining instructional design assumptions Explaining instructional system design Explaining the rationale for instructional system design	Criteria: Students are able to develop learning materials in the realm of metacognitive knowledge Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	presentations, as well as facilitating class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	presentations, as well as facilitating class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: instructional design Bibliography: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRES</i>	10%
11	Understand instructional design assumptions Understand instructional system design Understand the rationality of instructional system design	Explaining instructional design assumptions Explaining instructional system design Explaining the rationale for instructional system design	Criteria: Students are able to develop learning materials in the form of innovative LKPD Form of Assessment : Project Results Assessment / Product Assessment	presentations, as well as facilitating class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	presentations, as well as facilitating class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: instructional design Bibliography: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRES</i>	10%
12	Understand the principles of learning process targets. Understand the development of teaching materials based on geosphere phenomena. Understand the development of teaching materials based on local potential and wisdom	Explain the principles of learning process targets. Explaining the development of teaching materials based on geosphere phenomena. Explaining the development of teaching materials based on local potential and wisdom	Criteria: Students are able to develop learning materials in the form of innovative LKPD Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: principles of learning process targets Reference: <i>Sumarmi, 2013, Geography Learning Model, Malang, Media Pustaka</i> Material: principles of learning process targets Reference: <i>Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRES</i>	5%

13	Understand the principles of learning process targets. Understand the development of teaching materials based on geosphere phenomena. Understand the development of teaching materials based on local potential and wisdom	Explain the principles of learning process targets. Explaining the development of teaching materials based on geosphere phenomena. Explaining the development of teaching materials based on local potential and wisdom	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Participatory Activities	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: principles of learning process targets. References: Moore, Alex. (2000). <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i> . Routledge Material: principles of learning process targets. References: Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i> , Surabaya, UNIPRES	1%
14	Understand the principles of learning process targets. Understand the development of teaching materials based on geosphere phenomena. Understand the development of teaching materials based on local potential and wisdom	Explain the principles of learning process targets. Explaining the development of teaching materials based on geosphere phenomena. Explaining the development of teaching materials based on local potential and wisdom	Criteria: Students are able to explain, give examples, analyze conceptually and systematically Form of Assessment : Participatory Activities	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: principles of learning process targets Reference: Sumarmi, 2013, <i>Geography Learning Model</i> , Malang, Media Pustaka Material: principles of learning process targets. References: Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i> , Surabaya, UNIPRES	7%
15	Understand the principles of learning process targets. Understand the development of teaching materials based on geosphere phenomena. Understand the development of teaching materials based on local potential and wisdom	Explain the principles of learning process targets. Explaining the development of teaching materials based on geosphere phenomena. Explaining the development of teaching materials based on local potential and wisdom	Criteria: Students are able to develop literacy-based learning materials Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and questions and answers 3 X 50	Lecturer makes presentations, and facilitates class discussions and questions and answers. Continuing with the Student Group preparing articles, presentations, the lecturer facilitates class discussions and 3 x 50 questions and answers	Material: principles of learning process targets References: Moore, Alex. (2000). <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i> . Routledge	7%

16	UAS		<p>Criteria: Students are able to explain, give examples, analyze conceptually and systematically</p> <p>Form of Assessment : Participatory Activities, Tests</p>	UAS 3 X 50	UAS 3 x 50	<p>Material: Geography Teaching Planning Library: Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRES</p>	10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30.33%
2.	Project Results Assessment / Product Assessment	52.33%
3.	Portfolio Assessment	2.33%
4.	Test	15%
		99.99%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.