



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
GEOGRAPHY LEARNING INTERNSHIP	8710202019	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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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
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Program Objectives (PO)	
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PO - 1	Able to be responsible for designing/planning learning, surveys, comparative studies
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PO - 2	Able to demonstrate independent performance and work together to carry out learning activities, surveys, comparative studies
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PO - 3	Able to plan Geography learning in high school by utilizing independently designed innovations
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PO - 4	Able to analyze the results of planning and implementing learning activities, surveys, comparative studies
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PO - 5	Able to produce learning innovation designs through practice
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PLO-PO Matrix	
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P.O	PLO-10
PO-1	✓
PO-2	✓
PO-3	✓
PO-4	✓
PO-5	✓

PO Matrix at the end of each learning stage (Sub-PO)	
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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																

Short Course Description	Planning internship activities; outdoor learning planning; landscape observation, preparing material based on landscape learning resources; planning comparative education dialogues, comparative education discussions, formulating findings from comparative education discussions; class learning planning based on outdoor material and findings from educational comparison discussions, selection of learning methods, classroom learning practices, evaluation and reflection on the entire series of internship activities.
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References	Main :
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1. Reed, A.J.S. dan Bergemann, V.E. (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill
2. Vera, Adelia, (2012). Metode Mengajar Anak Di Luar Kelas (Outdoor Study). Yogyakarta, Diva Press
3. Lembaga Pengembangan Manajemen Pendidikan. (1996). Model dan pedoman Peningkatan Partisipasi Masyarakat Untuk Pembangunan Pendidikan. Jakarta:LPPM
4. Sudjana, S. HD., (2005).Metode dan Teknik Pembelajaran Partisipatif dalam Pendidikan Non Formal. Bandung : Falah Production
5. Absurcato, J. (2004). Teaching children science: discovery methods for elementary and middle grades. Boston: Allyn and Bacon.
6. Arends, R. I. (2012). Learning to teach. Boston: McGraw-Hill
7. Bell, R.L. (2008). Teaching the nature of science through process skill. New York: Allyn and Bacon.
8. Bernstein, D. et al. (2006). Making teaching and learning visible: portofolio and the peer review of teaching. San Francisco: angker Publishing Company.

Supporters:

1. Robin Forgathy. (1991). How to Integrated the Curricula. Sidney: Open University
2. Cbism, N. (2007). Peer review of teaching: a sourcebook. Bolt Massachusetts: Angker Publishing Company.
3. Jervis., P. (2004). Adult Education and Lifelong Learning, Theori and Practice, 3 edition. London and New York : Routledge Falmer.

Supporting lecturer

Dr. Nugroho Hari Purnomo, S.P., M.Si.
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 plan innovative learning activities outside the classroom	1. Clarity in planning innovation in out-of-class learning activities. 2. Clarity in planning problem-based constructive learning	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Portfolio Assessment	Pulpit lectures and group discussions, 3 x 50 assignments for developing out-of-class learning tools	Pulpit lectures and group discussions, 3 x 50 assignments for developing out-of-class learning tools	Material: innovation in out-of-class learning activities Reference: Vera, Adelia, (2012). <i>Methods for Teaching Children Outside the Classroom (Outdoor Study)</i> . Yogyakarta, Diva Press	5%
2	Able to plan innovative learning activities outside the classroom	1. Clarity in planning innovation in out-of-class learning activities. 2. Clarity in planning problem-based constructive learning	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	Pulpit lectures and group discussions, 3 x 50 assignments for developing out-of-class learning tools	Pulpit lectures and group discussions, 3 x 50 assignments for developing out-of-class learning tools	Material: innovation in out-of-class learning activities Reference: Vera, Adelia, (2012). <i>Methods for Teaching Children Outside the Classroom (Outdoor Study)</i> . Yogyakarta, Diva Press	5%
3	Able to plan innovative survey activities and observations of geosphere phenomena	Clarity in planning innovations in out-of-class learning activities 2. Clarity in planning survey instruments and geographic observations	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Pulpit lectures and group discussions, 3 x 50 field instrument development assignments	Pulpit lectures and group discussions, 3 x 50 field instrument development assignments	Material: surveys and observations of geosphere phenomena References: Bell, RL (2008). <i>Teaching the nature of science through process skills</i> . New York: Allyn and Bacon.	5%

4	Able to plan innovative survey activities and observations of geosphere phenomena	1. Clarity in planning innovations in out-of-class learning activities. 2. Clarity in planning survey instruments and geographic observations	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Pulpit lectures and group discussions, Tasks for developing field instrument equipment	Pulpit lectures and group discussions, Tasks for developing field instrument equipment	Material: surveys and observations of geosphere phenomena References: <i>Bell, RL (2008). Teaching the nature of science through process skills. New York: Allyn and Bacon.</i> Material: surveys and observations of geosphere phenomena References: <i>Reed, AJS and Bergemann, VE (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill</i>	5%
5	Able to plan innovative survey activities and observations of geosphere phenomena	1. Clarity in planning innovations in out-of-class learning activities. 2. Clarity in planning survey instruments and geographic observations	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	Pulpit lectures and group discussions, 3 x 50 field instrument development assignments	Pulpit lectures and group discussions, 3 x 50 field instrument development assignments	Material: surveys and observations of geosphere phenomena References: <i>Reed, AJS and Bergemann, VE (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill</i> Material: surveys and observations of geosphere phenomena References: <i>Absurcato, J. (2004). Teaching children science: discovery methods for elementary and middle grades. Boston: Allyn and Bacon.</i>	10%

6	Able to plan learning activities in class		<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	pulpit lectures and group discussions, 3 x 50 field instrument development assignments	pulpit lectures and group discussions, 3 x 50 field instrument development assignments	<p>Material: learning activities in class</p> <p>Reference: <i>Sudjana, S. HD., (2005). Participatory Learning Methods and Techniques in Non-Formal Education. Bandung: Falah Production</i></p> <hr/> <p>Material: learning activities in class</p> <p>References: <i>Reed, AJS and Bergemann, VE (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill</i></p>	10%
7	Able to plan learning activities in class	1. Clarity in planning innovation in out-of-class learning activities. 2. Clarity in planning problem-based constructive learning	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	pulpit lectures and group discussions, Tasks for developing field instrument equipment	pulpit lectures and group discussions, Tasks for developing field instrument equipment	<p>Material: learning activities in class</p> <p>Reference: <i>Vera, Adelia, (2012). Methods for Teaching Children Outside the Classroom (Outdoor Study). Yogyakarta, Diva Press</i></p> <hr/> <p>Material: learning activities in class</p> <p>Reference: <i>Jervis., P. (2004). Adult Education and Lifelong Learning, Theory and Practice, 3 edition. London and New York : Routledge Falmer.</i></p>	10%

8	Able to plan learning activities in class	1. Clarity in planning innovation in out-of-class learning activities. 2. Clarity in planning problem-based constructive learning	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	pulpit lectures and group discussions, Tasks for developing field instrument equipment	pulpit lectures and group discussions, Tasks for developing field instrument equipment	<p>Material: learning activities in class Reference: <i>Vera, Adelia, (2012). Methods for Teaching Children Outside the Classroom (Outdoor Study). Yogyakarta, Diva Press</i></p> <hr/> <p>Material: learning activities in class Reference: <i>Jervis., P. (2004). Adult Education and Lifelong Learning, Theory and Practice, 3 edition. London and New York : Routledge Falmer.</i></p>	10%
9	Able to carry out and analyze learning activities outside the classroom	Accuracy in analyzing out-of-class learning activities	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Pulpit lectures, group discussions, preparation of 3 x 50 internship reports	Pulpit lectures, group discussions, preparation of 3 x 50 internship reports	<p>Material: classroom learning activities References: <i>Bernstein, D. et al. (2006). Making teaching and learning visible: portfolios and the peer review of teaching. San Francisco: armature Publishing Company.</i></p>	5%
10	Able to carry out and analyze learning activities outside the classroom	Accuracy in analyzing out-of-class learning activities	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Pulpit lectures, group discussions, preparation of 3 x 50 internship reports	Pulpit lectures, group discussions, preparation of 3 x 50 internship reports	<p>Material: learning activities in class References: <i>Reed, AJS and Bergemann, VE (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill</i></p>	5%
11	Able to carry out and analyze survey activities and observations of geosphere phenomena	Accuracy in analyzing survey activities and observations of geosphere phenomena from a geographic perspective	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Field practicum, preparation of 3 x 50 field lecture reports	Field practicum, preparation of 3 x 50 field lecture reports	<p>Material: surveys and observations of geosphere phenomena References: <i>Reed, AJS and Bergemann, VE (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill</i></p>	5%

12	Able to carry out and analyze survey activities and observations of geosphere phenomena	Accuracy in analyzing survey activities and observations of geosphere phenomena from a geographic perspective	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Field practicum, preparation of 3 x 50 field lecture reports	Field practicum, preparation of 3 x 50 field lecture reports	Material: surveys and observations of geosphere phenomena References: <i>Reed, AJS and Bergemann, VE (2001). A Guide to Observation, Participation, and Reflection in the Classroom. New York: McGraw-Hill</i>	5%
13	Able to carry out and analyze survey activities and observations of geosphere phenomena	Accuracy in analyzing survey activities and observations of geosphere phenomena from a geographer's perspective	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Field practicum, preparation of field lecture reports	Field practicum, preparation of field lecture reports	Material: surveys and observations of geosphere phenomena References: <i>Bell, RL (2008). Teaching the nature of science through process skills. New York: Allyn and Bacon.</i>	5%
14	Able to produce learning innovation designs through practice	suitability of learning innovations with KD, KI, materials and curriculum	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	-Practicum at school -Reflection report assignment 3 x 50	-Practicum at school -Reflection report assignment 3 x 50	Material: learning innovation design Reference: <i>Cbism, N. (2007). Peer review of teaching: a sourcebook. Bolt Massachusetts: Armature Publishing Company.</i>	5%
15	Able to produce learning innovation designs through practice	suitability of learning innovations with KD, KI, materials and curriculum	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	-Practicum at school -Reflection report assignment 3 x 50	-Practicum at school -Reflection report assignment 3 x 50	Material: learning innovation design Reference: <i>Cbism, N. (2007). Peer review of teaching: a sourcebook. Bolt Massachusetts: Armature Publishing Company.</i>	5%
16	Able to produce learning innovation designs through practice	suitability of learning innovations with KD, KI, materials and curriculum	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%	-Practicum at school -Reflection report assignment 3 x 50	-Practicum at school -Reflection report assignment 3 x 50	Material: learning innovation design Reference: <i>Cbism, N. (2007). Peer review of teaching: a sourcebook. Bolt Massachusetts: Armature Publishing Company.</i>	4%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	54.17%
2.	Project Results Assessment / Product Assessment	12.51%
3.	Portfolio Assessment	18.34%
4.	Practice / Performance	10%
		95.02%

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** 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.
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.