

Document Code

## SEMESTER LEARNING PLAN

SEMESTER ELARMINO FEAT										
Courses			CODE Cours		Course Family		it We	ight	SEMESTER	Compilation Date
ve Geography		8710204037				T=2	P=1	ECTS=6.72	2	July 19, 2024
TON		SP Develope	r		Cours	e Clus	ster C	oordinator	Study Program Co	oordinator
							erdan	a Prasetya,	Dr. Sukma Perdana Prasetya, S.Pd., M.T.	
Project Based L	earnin	g								
PLO study pro	gram t	that is charge	d to the cou	rse						
PLO-5	Able to solve scientific problems through research and development activities using geograp scientific principles							geographic technolo	ographic technology based on	
PLO-10	Mastering geographic education problems based on the concept of transformative constructive education to understathe concept of structuring regional potential by using geographic technology in the education system in educational institutions and society									
Program Object	tives (	(PO)								
PO - 1 Analyzing responsible transformative pedagogical ideologies, developing them in innovative lea and disseminating results							nnovative learning,	learning, problem solving		
PO - 2	Analyzing the philosophy of transformative pedagogical education full of responsibility, developing it in innovative learning, problem solving and disseminating results									it in innovative
PO - 3	Analyzing the theory of transformative pedagogical learning full of responsibility, developing it in innovative learning problem solving and disseminating results									vative learning,
PO - 4	Analyzing transformative pedagogical approaches full of responsibility, developing them in innovative learning, problem solving and disseminating results									arning, problem
PO - 5	Analyzing transformative pedagogical heutagogy full of responsibility, developing it in innovative learning, probler solving and disseminating results									arning, problem
PLO-PO Matrix										
		P.O	PLO-5	PLO-1	0					
		PO-1	1							
		PO-2	1							
		PO-3		1						
	PLO study pro PLO-5  PLO-10  Program Object PO - 1  PO - 2  PO - 3  PO - 4  PO - 5	Project Based Learnin  PLO study program 1  PLO-5 Ablescien  PLO-10 Maste the coinstitt  Program Objectives  PO - 1 Analy and d  PO - 2 Analy learni  PO - 3 Analy proble  PO - 4 Analy solvin  PO - 5 Analy	PLO-5 Analyzing the philos learning, problem solving and dissemin PO-5 Analyzing transforms solving and dissemin PLO-PO Matrix  PLO-PO Matrix  CODE  8710204037  8710204037  8710204037  SP Develope  8710204037  Able to solve scientif scientific principles scientific principles of struct institutions and socie program Objectives (PO)  PO-1 Analyzing responsible and disseminating responsible and disseminating responsible and disseminating responsible and disseminating problem solving and disseminating responsible solving responsible solving responsible solving responsible solving responsible solving responsible solving responsible solv	Project Based Learning  PLO study program that is charged to the coulon plants of the concept of structuring regional institutions and society  PO-1 Analyzing responsible transformat and disseminating results  PO-2 Analyzing the philosophy of transform problem solving and disseminating pedagog solving and disseminating results  PO-5 Analyzing transformative pedagog solving and disseminating results  PO-5 Analyzing transformative pedagog solving and disseminating results  PO-7 Analyzing transformative pedagog solving and disseminating results  PO-7 Analyzing transformative pedagog solving and disseminating results  PO-7 Analyzing transformative pedagog solving and disseminating results  PO-9 Analyzing transformative pedagog solving and disseminating results  PLO-PO Matrix	Project Based Learning  Project Based Learning  PLO study program that is charged to the course  PLO-5 Able to solve scientific problems through research scientific principles  PLO-10 Mastering geographic education problems based of the concept of structuring regional potential by usin institutions and society  Program Objectives (PO)  PO-1 Analyzing responsible transformative pedagogical and disseminating results  PO-2 Analyzing the philosophy of transformative pedagogical earning, problem solving and disseminating results  PO-4 Analyzing the theory of transformative pedagogical problem solving and disseminating results  PO-5 Analyzing transformative pedagogical approaches solving and disseminating results  PO-5 Analyzing transformative pedagogical heutagogy solving and disseminating results  PLO-PO Matrix  P.O PLO-5 PLO-10  PO-1  PO-1  PO-2  PO-1	PLO-10 Mastering geographic education problems based on the concept of structuring regional potential by using geogram Objectives (PO)  Program Objectives (PO)  Analyzing the philosophy of transformative pedagogical learning, problem solving and disseminating results  PO-4 Analyzing transformative pedagogical approaches full of resolving and disseminating results  PO-5 Analyzing transformative pedagogical heutagogy full of resolving and disseminating results  PO-6 Analyzing transformative pedagogical heutagogy full of resolving and disseminating results  PO-7 Analyzing transformative pedagogical heutagogy full of resolving and disseminating results  PO-7 Analyzing transformative pedagogical heutagogy full of resolving and disseminating results  PO-8 PLO-PO Matrix  PO-9 PLO-5 PLO-10 PO-1 V PO-2 V	PLO-10 Mastering geographic education problems based on the concept the concept of structuring regional potential by using geographic institutions and society  Program Objectives (PO)  PO-2 Analyzing the philosophy of transformative pedagogical learning full problem solving and disseminating results  PO-4 Analyzing transformative pedagogical approaches full of responsionly and disseminating results  PO-5 Analyzing transformative pedagogical heutagogy full of responsionly and disseminating results  PO-1 Analyzing transformative pedagogical heutagogy full of responsionly and disseminating results  PO-1 Analyzing transformative pedagogical heutagogy full of responsionly and disseminating results  PO-1 Analyzing transformative pedagogical heutagogy full of responsionly and disseminating results  PO-1 PO-1 PO-1 PO-1 PO-1 PO-1 PO-1 PO-2 PLO-5 PLO-10 PO-1 PO-1 PO-2 PLO-5 PLO-10 PO-1 PO-1 PO-2 PLO-5 PLO-10	CODE Course Family Credit Wei  Ver Geography Reference Septembry R	Project Based Learning  PLO study program that is charged to the course  PLO-5  Able to solve scientific problems through research and development activities using scientific principles  PLO-10  Mastering geographic education problems based on the concept of transformative center institutions and society  Program Objectives (PO)  PO-1  Analyzing responsible transformative pedagogical ideologies, developing them in it and disseminating results  PO-3  Analyzing the philosophy of transformative pedagogical education full of responsibility, or problem solving and disseminating results  PO-4  Analyzing transformative pedagogical learning full of responsibility, or problem solving and disseminating results  PO-5  Analyzing transformative pedagogical approaches full of responsibility, developing them solving and disseminating results  PO-5  Analyzing transformative pedagogical approaches full of responsibility, developing them solving and disseminating results  PO-5  Analyzing transformative pedagogical heutagogy full of responsibility, developing them in it and its problem solving and disseminating results  PO-7  Analyzing transformative pedagogical learning full of responsibility, developing them solving and disseminating results  PO-8  Analyzing transformative pedagogical heutagogy full of responsibility, developing them solving and disseminating results  PO-9  Analyzing transformative pedagogical heutagogy full of responsibility, developing solving and disseminating results	CODE   Course Family   Credit Weight   SEMESTER

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

PO-4 PO-5

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

The Transformative Geography Education course provides students with an understanding that education is humanization and life itself. Transformative Geography Education is education that does not separate theory and critical practice of life, there is no disparity between the two so that education is meaningful for humanity and life in a spatial context. Learning for Transformative Geography Education courses begins with tracing the historicity of the growth and development of transformative pedagogy to the critical praxis of transformative pedagogical ideology in the Indonesian national curriculum. The scope of the course begins with the history of transformative pedagogical thought, supporting educational philosophy, relevant learning theories, and transformative pedagogical praxis in the Geography curriculum in Senior High Schools (SMA).

#### References

#### Main:

- Fisher, Alec, 2014, Berpikir Kritis, Jakarta: Penerbit Erlangga Freire, Paulo, 2008, Pendidikan Kaum Tertindas, Jakarta: LP3ES Hardika, 2013, Pembelajaran Transformatif Berbasis Learning How To Learn Teori, Model, dan Implementasinya dalam pembelajaran, Malang: UMM Press Rahardjo, 2010, Pendidikan Populer, Membangun Kesadaran Kritis, Yogjakarta: Insist
- 2. Freire, Paulo, 2008, Pendidikan Kaum Tertindas, Jakarta: LP3 ES
- 3. Hardika, 2013, Pembelajaran Transformatif Berbasis Learning How To Learn, Malang: UMM Press

### Supporters:

1. Hardika, 2020, Pembelajaran Transformatif: Model Pembelajaran yang Memberdayakan, Malang: UMM Press

# Supporting lecturer

Dr. Sukma Perdana Prasetya, S.Pd., M.T.

Week-	Final abilities of each learning stage	Eval	luation	Lear Stude	elp Learning, rning methods, nt Assignments, stimated time]	Learning materials	Assessment Weight (%)	
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( online )	[ References ]	Weight (70)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	
1	Analyzing transformative pedagogical ideologies	Analyzing the significance of Cartesian thinking towards the transformative pedagogical paradigm	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations		7%	
2	Analyzing transformative pedagogical ideologies	Analyzing the significance of Heidegger's thinking towards the transformative pedagogical paradigm	Criteria:  1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations		7%	
3		Analyzing the significance of Eric Fromm's thoughts on the transformative pedagogical paradigm	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations		7%	
4	Analyzing the philosophy of transformative pedagogical education	1.Analyzing the significance of essentialism educational philosophy towards the transformative pedagogical paradigm     2.Analyzing the significance of the perennialist educational philosophy towards the transformative pedagogical paradigm	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Paulo Freire's thoughts on liberating education Reference: Freire, Paulo, 2008, Education of the Oppressed, Jakarta: LP3 ES	7%	

5	Analyzing the philosophy of transformative pedagogical education	Analyzing the significance of progressivism educational philosophy towards the transformative pedagogical paradigm	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling bibliographic annotations 1 x60	Material: Philosophy of progressivism and reconstructionism Reference: Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press	7%
6	Analyzing transformative pedagogical cognitive learning theory	1.Analyzing the significance of Piaget's constructivist learning theory towards transformative pedagogy     2.Analyzing the significance of Vygotsky's constructivist learning theory for transformative pedagogy	Criteria:  1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling bibliographic annotations 1 x60	Material: Piaget and Vygotsky Thoughts Library: Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press	7%
7	Analyzing transformative pedagogical cognitive learning theory	1.Analyzing the significance of Jerome Bruner's concept discovery theory for transformative pedagogy 2.Analyzing the significance of David Ausubel's theory of meaningful learning towards transformative pedagogy	Criteria:  1.Benchmark assessment criteria  2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling bibliographic annotations 1 x60	Material: Ausubel and Bruner's Thoughts Reader: Hardika, 2020, Transformative Learning: Empowering Learning Model, Malang: UMM Press	7%
8	With the mid- semester exam or UTS, students are able to critically reflect on the theoretical aspects of the transformative education paradigm		Criteria: 1.Knowledge 45% Skills 45% Attitude 10% 2.Benchmark assessment criteria Form of Assessment: Test	WRITTEN TEST 2 x 50	WRITTEN TEST 2 x 50	Material: Knowledge competency Library:	1%
9	Analyzing transformative learning approaches	1.Students are able to develop social studies learning based on a cognitive rational approach 2.Students are able to develop social studies learning based on an emancipatory approach	Criteria:  1.Benchmark assessment reference criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Rational and emancipatory cognitive approach Reference: Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press	7%

10	Analyzing transformative learning approaches	1.Students are able to develop social studies learning based on a cognitive rational approach 2.Students are able to develop social studies learning based on an emancipatory approach	Criteria: 1.Benchmark assessment reference criteria 2.Knowledge 45% Skills 45% Attitude 10% Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Rational and emancipatory cognitive approach Reference: Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press	7%
11		1.Analyzing the principles of self-determined learning against the transformative pedagogical paradigm 2.Analyzing the principles of self-regulated learning against the transformative pedagogical paradigm	Criteria:  1.Benchmark assessment criteria  2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Heutagogical approach Bibliography: Hardika, 2020, Transformative Learning: Empowering Learning Model, Malang: UMM Press	7%
12		1.Analyzing the principles of self-determined learning against the transformative pedagogical paradigm 2.Analyzing the principles of self-regulated learning against the transformative pedagogical paradigm	Criteria:  1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem- based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Heutagogical approach Bibliography: Hardika, 2020, Transformative Learning: Empowering Learning Model, Malang: UMM Press	7%
13	Solving the problem of implementing transformative pedagogy in Geography learning in high school	1.Students are able to solve ontogological problems in Geography learning through a transformative pedagogical approach 2.Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	Criteria:  1.Benchmark assessment criteria  2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Project- based learning assignments carry out small research (small research) 2 x 50	Independent learning assignment to carry out small research (small research) 1 x 60	Material: Problems of learning Geography in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations\ Reference:	7%

			T		T	ı	
14	Solving the problem of implementing transformative pedagogy in Geography learning in high school	1.Students are able to solve ontogological problems in Geography learning through a transformative pedagogical approach 2.Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	Criteria:  1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment	Project- based learning assignments carry out small research (small research) 2 x 50	Independent learning assignment to carry out small research (small research) 1 x 60	Material: Problems of learning Geography in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations\ Reference:	7%
15	Solving the problem of implementing transformative pedagogy in Geography learning in high school	1.Students are able to solve ontogological problems in Geography learning through a transformative pedagogical approach 2.Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment : Project Results Assessment / Product Assessment	Project- based learning assignments carry out small research (small research) 2 x 50	Independent learning assignment to carry out small research (small research) 1 x 60	Material: Problems of learning Geography in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations\\ Reference:	7%
16	With UAS, students are able to carry out critical practice in solving problems and making decisions regarding the implementation of transformative learning in secondary and higher education.	Mastering practical aspects	Criteria: 1.Benchmark assessment criteria 2.Knowledge 45% Skills 45% Attitude 10%  Form of Assessment: Project Results Assessment / Product Assessment, Test	Written test 2 x 50	Written test 2 x 50	Material: Knowledge competency Library:	1%

**Evaluation Percentage Recap: Project Based Learning** 

No	Evaluation	Percentage						
1.	Project Results Assessment / Product Assessment	98.5%						
2.	Test	1.5%						
		100%						

## 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.
- 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.
- 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%.

- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.