



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																																																																																																																					
Educational Problems and Management	8710200015	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	July 17, 2024																																																																																																																					
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																																						
	Dr. Bambang Sigit Widodo, M.Pd		Dr. Muzayanah, ST. M.T			Dr. Sukma Perdana Prasetya, S.Pd., M.T.																																																																																																																						
Learning model	Case Studies																																																																																																																											
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																											
	PLO-6	Able to develop curriculum, materials, planning, models and evaluation of geography education learning based on current problems and needs in universities or schools or the community																																																																																																																										
	Program Objectives (PO)																																																																																																																											
	PO - 1	Able to identify the concept of educational ideology and philosophy that underlies educational policy																																																																																																																										
	PO - 2	Able to identify educational resource problems																																																																																																																										
	PO - 3	Able to identify geography learning problems and the education and learning evaluation process																																																																																																																										
	PO - 4	Able to formulate the concept of educational management and leadership																																																																																																																										
	PO - 5	Able to evaluate geography learning problems and the education and learning evaluation process																																																																																																																										
	PLO-PO Matrix																																																																																																																											
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <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	Discusses the nature of education; consistency of Ki Hajar Dewantara's thinking; Liberating educational ideology; literacy and logic, practicalism and formality in the world of education; academic traditions, intellectual and scholarly responsibilities; school leadership; school management; class management; student behavior related to the socio-cultural dynamics of society; community and school communication; problems of geography education.																																																																																																																											
References	Main :																																																																																																																											

<ol style="list-style-type: none"> Soetopo, H. (2004). Pendidikan dan Pembelajaran Teori Permasalahan dan Praktik. Malang: PPS Universitas Negeri Malang. Owens R. G. (2005). Organizational Behavior in Education. Boston: Allin & Bacom Komariah, A. & Triatna, C. (2004). Visionary Leadership: Menuju Sekolah Efektif. Bandung: Bumi Aksara. Levin, H. D & Loockheed, M. F. (Eds). (2003). Effective Schools in Developing Countries. London: The Falmer Press. 							
Supporters:							
<ol style="list-style-type: none"> Soegiono & Roesminingsih, ed. (2007). Refleksi Pendidikan Masa Kini. Surabaya: Bintang. Pidarta, Made. (2007). Landasan Pendidikan. Jakarta: Rineka Cipta. 							
Supporting lecturer		Dr. Bambang Sigit Widodo, M.Pd.					
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 concept of educational ideology and philosophy that underlies educational policy	1. Explain the concept of education 2. Explain the ideology of liberating education 3. Explain the consistency of Ki Hajar Dewantara's thinking 4. Gender and education	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	-Lectures and discussions - Assignment to prepare 3 x10 papers	-Lectures and discussions - Assignment to prepare 3 x10 papers	Material: Educational ideology and philosophy References: <i>Pidarta, Made. (2007). Foundations of Education. Jakarta: Rineka Cipta.</i>	7%
2	Able to explain the concept of educational ideology and philosophy that underlies educational policy	1. Explain the concept of education 2. Explain the ideology of liberating education 3. Explain the consistency of Ki Hajar Dewantara's thinking 4. Gender and education	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	-Lectures and discussions - Assignment to prepare 3 x10 papers	-Lectures and discussions - Assignment to prepare 3 x10 papers	Material: Ideology and philosophy of education concepts Library: <i>Pidarta, Made. (2007). Foundations of Education. Jakarta: Rineka Cipta.</i>	6%
3	Able to explain the concept of educational ideology and philosophy that underlies educational policy	1. Explain the concept of education 2. Explain the ideology of liberating education 3. Explain the consistency of Ki Hajar Dewantara's thinking 4. Gender and education	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	-Lectures and discussions - Assignment to prepare 3 x10 papers	-Lectures and discussions - Assignment to prepare 3 x10 papers	Material: concept of ideology and philosophy of education. Reference: <i>Soetopo, H. (2004). Education and Learning Problem Theory and Practice. Malang: PPS State University of Malang.</i>	5%
4	Able to explain educational resource issues	1. Explain literacy and logic 2. Explain practiciness and formality in the world of education 3. Explain academic traditions 4. Understand the responsibilities of intellectuals and scholars	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	-Lectures and discussions - Assignment to prepare 3 x 50 papers	-Lectures and discussions - Assignment to prepare 3 x50 papers	Material: educational resource issues References: <i>Soetopo, H. (2004). Education and Learning Problem Theory and Practice. Malang: PPS State University of Malang.</i>	10%

5	Able to explain educational resource issues	1. Explain literacy and logic 2. Explain practicism and formality in the world of education 3. Explain academic traditions 4. Understand the responsibilities of intellectuals and scholars	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	-Lectures and discussions - Assignment to prepare 3 x 50 papers	-Lectures and discussions - Assignment to prepare 3 x50 papers	<p>Material: educational resource issues</p> <p>References: <i>Soetopo, H. (2004). Education and Learning Problem Theory and Practice. Malang: PPS State University of Malang.</i></p>	10%
6	Able to explain educational resource issues	1. Explain literacy and logic 2. Explain practicism and formality in the world of education 3. Explain academic traditions 4. Understand the responsibilities of intellectuals and scholars	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	-Lectures and discussions - Assignment to prepare 3 x 50 papers	-Lectures and discussions - Assignment to prepare 3 x50 papers	<p>Material: educational resource issues</p> <p>References: <i>Soetopo, H. (2004). Education and Learning Problem Theory and Practice. Malang: PPS State University of Malang.</i></p>	10%
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8	Midterm exam		<p>Form of Assessment : Participatory Activities</p>				1%
9	Able to evaluate geography learning problems and the education and learning evaluation process	1. Explaining problems in geography education 2. Explaining solutions to problems in geography education 3. Subjectivity of education and learning evaluation	<p>Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50%</p> <p>Form of Assessment : Participatory Activities</p>	-Lectures and discussions - Assignment to prepare 3 x50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	<p>Material: geography learning issues and the process of evaluating education and learning.</p> <p>Reference: <i>Soegiono & Roesminingsih, ed. (2007). Reflections on Education Today. Surabaya: Bintang.</i></p> <p>Material: geography learning issues and the process of evaluating education and learning.</p> <p>Reference: <i>Owens RG (2005). Organizational Behavior in Education. Bostom: Allin & Bacom</i></p>	5%

10	Able to evaluate geography learning problems and the education and learning evaluation process	1. Explaining problems in geography education 2. Explaining solutions to problems in geography education 3. Subjectivity of education and learning evaluation	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Form of Assessment : Participatory Activities	-Lectures and discussions - - Assignment to prepare 3 x50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	Material: geography learning issues and the process of evaluating education and learning. References: <i>Levin, H. D & Loockheed, MF (Eds). (2003). Effective Schools in Developing Countries. London: The Falmer Press.</i> Material: geography learning issues and the process of evaluating education and learning. Reference: <i>Komariah, A. & Triatna, C. (2004). Visionary Leadership: Towards Effective Schools. Bandung: Earth of Letters.</i>	5%
11	Able to evaluate geography learning problems and the education and learning evaluation process	1. Explaining problems in geography education 2. Explaining solutions to problems in geography education 3. Subjectivity of education and learning evaluation	Criteria: Assignment weight: 25%Performance weight: 25%Knowledge weight: 50% Form of Assessment : Participatory Activities	-Lectures and discussions - - Assignment to prepare 3 x50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	Material: geography learning issues and the process of evaluating education and learning. Reference: <i>Owens RG (2005). Organizational Behavior in Education. Bostom: Allin & Bacom</i> Material: geography learning issues and the process of evaluating education and learning. Reference: <i>Komariah, A. & Triatna, C. (2004). Visionary Leadership: Towards Effective Schools. Bandung: Earth of Letters.</i>	5%

12	Able to evaluate geography learning problems and the education and learning evaluation process	1. Explaining problems in geography education 2. Explaining solutions to problems in geography education 3. Subjectivity of education and learning evaluation	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	-Lectures and discussions - Assignment to prepare 3 x50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	Material: geography learning issues and the process of evaluating education and learning. References: <i>Levin, H. D & Loockheed, MF (Eds). (2003). Effective Schools in Developing Countries. London: The Falmer Press.</i>	5%
13	Able to develop management and educational leadership concepts	1. Explain school leadership 2. Explain school management 3. Explain the concept of community and school communication	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	-Lectures and discussions - Assignment to prepare 3 x 50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	Material: educational management and leadership Reference: <i>Komariah, A. & Triatna, C. (2004). Visionary Leadership: Towards Effective Schools. Bandung: Earth of Letters.</i>	5%
14	Able to develop management and educational leadership concepts	1. Explain school leadership 2. Explain school management 3. Explain the concept of community and school communication	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities	-Lectures and discussions - Assignment to prepare 3 x 50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	Material: educational management and leadership Reference: <i>Komariah, A. & Triatna, C. (2004). Visionary Leadership: Towards Effective Schools. Bandung: Earth of Letters.</i>	10%
15	Able to develop management and educational leadership concepts	1. Explain school leadership 2. Explain school management 3. Explain the concept of community and school communication	Criteria: Assignment weight: 25% Performance weight: 25% Knowledge weight: 50% Form of Assessment : Participatory Activities, Practice/Performance	-Lectures and discussions - Assignment to prepare 3 x 50 papers	-Lectures and discussions - Assignment to prepare 3 x 50 papers	Material: educational management and leadership Reference: <i>Komariah, A. & Triatna, C. (2004). Visionary Leadership: Towards Effective Schools. Bandung: Earth of Letters.</i>	5%
16	Final exams		Form of Assessment : Test				1%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Project Results Assessment / Product Assessment	29%
3.	Practice / Performance	2.5%
4.	Test	1%
		100%

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.