



**Universitas Negeri Surabaya
Fakultas Ilmu Sosial dan Hukum
Program Studi**

Kode Dokumen

SEMESTER LEARNING PLAN

Course	KODE	Rumpun MataKuliah	Bobot Kredit			SEMESTER	Tanggal Penyusunan
PENDIDIKAN KEPENDUDUKAN DAN LINGKUNGAN HIDUP	8700103008		T=2	P=0	ECTS=3.18	2	19 Juli 2024
OTORISASI	Pengembang S.P		Koordinator Rumpun matakuliah			Koordinator Program Studi	
	TIM MBKM		TIM MBKM			Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.	

Model Pembelajaran	Case Study																																																																																																					
Program Learning Outcomes (PLO)	PLO program Studi yang dibebankan pada matakuliah																																																																																																					
	PLO-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																																				
	PLO-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																				
	PLO-9	Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan																																																																																																				
	PLO-16	Memecahkan permasalahan masyarakat di bidang pendidikan dan Ilmu Pengetahuan Sosial melalui riset dengan pendekatan inter, multi, dan transdisipliner.																																																																																																				
	PLO-21	Lulusan mampu beradaptasi terhadap konteks permasalahan sosial yang dihadapi dengan baik.																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Mampu bertanggung jawab untuk melakukan analisis berbagai karakteristik materi pendidikan kependudukan dan lingkungan Hidup																																																																																																				
	PO - 2	Mampu menyelesaikan masalah yang berkaitan dengan berbagai peristiwa materi pendidikan kependudukan dan lingkungan Hidup																																																																																																				
	PO - 3	Mampu mengolah , menganalisis, dan menyajikan data permasalahan materi pendidikan kependudukan dan lingkungan Hidup																																																																																																				
	PO - 4	Mampu menganalisis karakteristik unsur-unsur materi pendidikan kependudukan dan lingkungan Hidup untuk mendukung pembangunan berkelanjutan.																																																																																																				
	Matrik PLO-PO																																																																																																					
		<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>PO</th> <th>PLO-3</th> <th>PLO-4</th> <th>PLO-9</th> <th>PLO-16</th> <th>PLO-21</th> </tr> </thead> <tbody> <tr> <td>PO-1</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> </tr> <tr> <td>PO-3</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> </tr> </tbody> </table>	PO	PLO-3	PLO-4	PLO-9	PLO-16	PLO-21	PO-1		✓	✓			PO-2				✓		PO-3	✓					PO-4					✓																																																																						
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Deskripsi Singkat Mata Kuliah	Mata kuliah ini merupakan mata kuliah yang membahas materi pendidikan kependudukan dan lingkungan hidup. Pembahasan dimulai Sejarah dan dasar hukum dilaksanakan Pendidikan kependudukan dan lingkungan hidup. Kemudian dibahas tentang pemahaman ekologi dan hukum ekologi serta pembangunan berkelanjutan sebagai dasar materi PKLH. Kemudian di bahasa tentang media dan sumber belajar, model-model pembelajaran serta evaluasi PKLH, serta diakhir perkuliahan dibahas tentang cara mengintegrasikan PKLH dalam mata pelajaran persekolahan.						
Pustaka	Utama :						
	<ol style="list-style-type: none"> 1. Campbell, S and Norman, 1998. An introduction to environmental biophysics 2 nd. Springer 2. Newman, E. 2006. Applied ecology and environmental management. Blackwell publishing 3. Eugene P Odum. 2005. Fundamentals of ecology. Belmont, CA : Thomson Brooks/Cole 						
Pendukung :							
	<ol style="list-style-type: none"> 4. Ketut Prasetyo dan Hariyanto. 2018. Pendidikan Lingkungan Indonesia Dasar Pedagogik dan Methodologi. Bandung: PT Remaja Rosdakarya. 5. William Scott and Stephen Gough. 2003. Sustainable Development and Learning. New York : RoutledgeFalmer 6. Anil Kumar De and Arnab Kumar De. 2004. Environmental Education. New Delhi : New age 						
Dosen Pengampu							
Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Mampu memahami dan menganalisis obyek study PKLH	Mahasiswa mampu mengidentifikasi dan menganalisis unsur materi pendidikan kependudukan dan lingkungan Hidup	Kriteria: rubrik Bentuk Penilaian : Aktifitas Partisipasif	case based learning 3 x 50	discussion 2 x 50	Material: Able to understand and analyze PKLH study objects References: 1. Campbell, S and Norman, 1998. An introduction to environmental biophysics 2nd. Springer	5%
2	Able to understand, analyze and implement ecological concepts as a basis for explaining the environment	Students are able to understand, analyze and implement ecological concepts as a basis for explaining the environment	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: ecological concepts as a basis for explaining the environment References: 2. Newman, E. 2006. Applied ecology and environmental management. Blackwell publishing	5%
3	Able to understand, analyze and implement ecological concepts as a basis for explaining the environment	Students are able to understand, analyze and implement ecological concepts as a basis for explaining the environment	Criteria: rubric Form of Assessment : Participatory Activities	Case studies	discussion	Material: Ecosystem component factors References: 2. Newman, E. 2006. Applied ecology and environmental management. Blackwell publishing	5%
4	Able to identify and analyze environmental laws	Students are able to identify and analyze environmental laws	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: environmental law References: 3. Eugene P Odum. 2005. Fundamentals of ecology. Belmont, CA : Thomson Brooks/Cole	5%

5	Able to analyze PKLH material	Students are able to analyze PKLH material	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: Analyzing population and environmental material References: 3. Eugene P Odum.2005. <i>Fundamentals of ecology.</i> Belmont, CA : Thomson Brooks/Cole	5%
6	Able to identify and analyze Population and Environmental Problems	Students are able to identify and analyze Population and Environmental Problems	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: causes of environmental and natural resource problems Reference: 3. Eugene P Odum.2005. <i>Fundamentals of ecology.</i> Belmont, CA : Thomson Brooks/Cole	5%
7	Able to identify and analyze Population and Environmental Problems	Students are able to identify and analyze Population and Environmental Problems	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: causes of environmental and natural resource problems Reference: 3. Eugene P Odum.2005. <i>Fundamentals of ecology.</i> Belmont, CA : Thomson Brooks/Cole	5%
8	UTS	UTS	Criteria: rubric Form of Assessment : Test	test	test	Material: UTS Library:	10%
9	Able to identify, analyze and evaluate various environmental management models	Students are able to identify, analyze and evaluate various environmental management models	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: environmental management approach model References: 4. Ketut Prasetyo and Hariyanto. 2018. <i>Indonesian Environmental Education Basics of Pedagogy and Methodology.</i> Bandung: PT Teen Rosdakarya.	5%
10	Able to identify, analyze and evaluate various environmental management models	Students are able to identify, analyze and evaluate various environmental management models	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: evaluating environmental management models References: 4. Ketut Prasetyo and Hariyanto. 2018. <i>Indonesian Environmental Education Basics of Pedagogy and Methodology.</i> Bandung: PT Teen Rosdakarya.	5%

11	Able to identify, analyze and evaluate various environmental management models	Students are able to identify, analyze and evaluate various environmental management models	Criteria: rubric Form of Assessment : Participatory Activities	case studies	discussion	Material: Analyzing environmental management models References: 4. Ketut Prasetyo and Hariyanto. 2018. <i>Indonesian Environmental Education Basics of Pedagogy and Methodology</i> . Bandung: PT Teen Rosdakarya.	5%
12	Identify the process by which various fluvial energy-formed ecosystems occur	Students identify the process by which various ecosystems formed by fluvial energy occur	Criteria: rubric Form of Assessment : Portfolio Assessment	case studies	discussion	Material: the process of various ecosystems formed by fluvial energy. Reference: 5. William Scott and Stephen Gough. 2003. <i>Sustainable Development and Learning</i> . New York : RoutledgeFalmer	5%
13	Able to identify, analyze and evaluate ecosystem phenomena formed by aolin and glacier energy along with environmental and natural resource problems	Students are able to identify, analyze and evaluate ecosystem phenomena formed by aolin and glacier energy along with environmental and natural resource problems	Criteria: rubric Form of Assessment : Portfolio Assessment	case studies	discussion	Material: ecosystem phenomena formed by aolin and glacier energy along with environmental and natural resource problems. Reference: 5. William Scott and Stephen Gough. 2003. <i>Sustainable Development and Learning</i> . New York : RoutledgeFalmer	5%
14	Able to identify, analyze and evaluate ecosystem phenomena formed by aolin and glacier energy along with environmental and natural resource problems	Students are able to identify, analyze and evaluate ecosystem phenomena formed by aolin and glacier energy along with environmental and natural resource problems	Criteria: rubric Form of Assessment : Portfolio Assessment	case studies	discussion	Material: ecosystem phenomena formed by aolin and glacier energy along with environmental and natural resource problems. Reference: 5. William Scott and Stephen Gough. 2003. <i>Sustainable Development and Learning</i> . New York : RoutledgeFalmer	5%
15	Able to recognize and evaluate various forms of environmental and natural resource management	Students are able to recognize and evaluate various forms of environmental and natural resource management	Criteria: rubric Form of Assessment : Portfolio Assessment	case studies	discussion	Material: evaluating and comparing various forms of environmental and natural resource management Reference: 6. Anil Kumar De and Arnab Kumar De. 2004. <i>Environmental Education</i> . New Delhi : New age	5%

16	UAS	UAS	Criteria: rubric	test	test	Material: UAS Literature:	20%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	10%
		80%

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.