



UNIVERSITAS NEGERI SURABAYA
FACULTY OF SOCIAL SCIENCE AND LAW
GEOGRAPHY EDUCATION DEPARTMENT

Document Code

SEMESTER LESSON PLAN

COURSE		CODE	COURSE GROUP	CREDIT UNIT		SEMESTER	Date of Preparation
Learning Tool Development				T = 1	P= 2	5	Aug 5, 2020
AUTHORIZATION CHEMISTRY EDUCATION		Compiler		Coordinator		Head of Study Program	
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Learning Outcomes	Program Learning Outcomes						
	PLO 1	Able to analyze the characteristics of students, the characteristics of the material (content knowledge), plan, evaluate/assess, and arrange follow-ups in innovative Geography learning by utilizing various science and technology-based learning resources.					
	PLO 5	Able to demonstrate independent and collaborative performance that produces quality and measurable results					
	PLO 7	Able to plan, implement, evaluate/assess, and arrange follow-up in learning Geography by utilizing various science and technology-based learning resources;					
	PLO 11	Demonstrate a responsible attitude towards work in their area of expertise independently					
	Course Learning Outcomes						
	CLO 1	Able to analyze material characteristics (content knowledge), plan, evaluate/assess, and arrange follow-up in innovative Geography learning by utilizing various science and technology-based learning resources. (PLO 1)					
	CLO 5	Able to show independent performance and work together to produce learning tools (PLO 5)					
	CLO 7	Able to plan high school geography learning by utilizing various science and technology-based learning resources . (PLO-7)					
	CLO 11	Able to be responsible for designing/planning learning independently (PLO 11)					
	Sub Course Learning Outcomes						
	LLO 1	Able to compose PROTA and PROMES in Geography learning (C3, A4) (PLO-5, PLO-10)					
	LLO 2	Able to analyze Core Competencies and Basic Competencies in Geography subjects in SMA/MA grades X, XI, XII . (C4, A3) (PLO-10)					
	LLO 3	Able to develop high school/MA Geography learning syllabus . (C6, A4) (PLO-1, PLO-2)					
	LLO 4	Able to prepare an innovative SMA/MA Geography Learning Implementation Plan according to the demands of 21st century learning and present it with full responsibility . (C6, A4) (PLO-11, PLO-1, PLO-5)					

	LLO 5	Able to independently develop science and technology-based Geography learning media. (C6, A4) (PLO-7)								
	LLO 6	Able to develop Geography learning teaching materials. (C6, A4) (PLO-11, PLO-1, PLO-7)								
	LLO 7	Able to develop Student Activity Sheets containing Geography scientific literacy, Geography skills, Geography knowledge and Geography perspective . (C6, A4) (PLO-11, PLO-1, PLO-7)								
	LLO 8	Able to develop process assessment instruments and learning outcomes. (C6, A4) (PLO-11, PLO-1)								
	Correlation between CPL/CPMK and Sub-CPMK									
		Sub-CPMK1	Sub-CPMK2	Sub-CPMK3	Sub-CPMK4	Sub-CPMK5	Sub-CPMK6	Sub-CPMK7	Sub-CPMK8	
	CPL2/CPMK2			√			√	√	√	
	CPL5/CPMK5	√			√					
	CPL7/CPMK7					√	√	√		
	CPL10/CPMK10	√	√	√	√		√	√	√	
Brief description of the course	This course is a course that discusses geography learning planning by planning annual programs (PROTA) and semester programs (PROMES) using the educational calendar that applies to the current school year; make plans in the implementation of geography learning (RPP) oriented to active student learning with a scientific approach that is relevant to the demands of the 2013 curriculum; develop teaching materials in learning geography, in the form of modules/dictations/handouts that can be used in learning geography that are able to provide a meaningful learning experience; develop student worksheets in the form of worksheets, job sheets, practical instructions in learning Geography that are oriented to student activities/activities; develop an assessment sheet in learning Geography that measures the achievement of learning competencies by using a project base learning approach with the methods of inquiry, discussion, question and answer, assignments. Assessment is done by performance, written test and portfolio.									
Study Material: Geography Education	Studying science and technology in educational development. This study material contains pure educational science materials. This study material is expected to be able to lead students to master and apply educational knowledge as a teacher such as lesson planning, development of teaching materials to evaluation of learning processes and outcomes. The material is delivered in the first semester to provide a solid foundation for educational knowledge.									
Learning materials	Learning materials <ol style="list-style-type: none"> 1. Annual Program 2. Semester Program 3. Syllabus 4. Lesson plan 5. Learning Media 6. Teaching materials 7. Student Activity Sheet 8. Process Assessment Instruments and Learning Outcomes 									

References							
Primary :		<ol style="list-style-type: none"> 1. Arsyad, Azhar. 2007. <i>Learning Media</i>. Jakarta: PT RajaGrafindo Persada. 2. Gersmehl, Phil, 2008, <i>Teaching Geography, second edition</i>, The Guilford Press, New York 3. Sudjana, Nana and Ahmad Rivai. 2002. <i>Teaching Media</i>. Bandung: Sinar Baru Algesindo 4. Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, <i>Instructional Technology and Media For Learning, Ninth Edition</i>, Kencana Prenada Media Group, Jakarta. 5. Sumarmi, 2013, <i>Geography Learning Model</i>, Malang, Library Media 6. Wiwik Sri Utami, 2017, <i>Geography Teaching Planning</i>, Surabaya, UNIPRESS 					
Secondary :		<ol style="list-style-type: none"> 1. Ministry of Education and Culture, 2016, Permendikbud No.20 of 2016 2. Ministry of Education and Culture, 2016, Annex to permendikbud No.21 of 2016 3. Ministry of Education and Culture, 2016, Annex to permendikbud No.22 of 2016 4. Ministry of Education and Culture, 2016, Annex to the Minister of Education and Culture No.23 of 2016 5. Ministry of Education and Culture, 2016, Annex to permendikbud No.24 of 2016 6. Ministry of Education and Culture, 2018, Guide to Process Assessment and Learning Outcomes 7. Academic Calendar of Education Units 					
Lecturer		Dr. Wiwik Sri Utami, MP and Dra. Ita Mardiani Zain, M.Kes					
Prerequisite Course		-					
Week	The final ability of each learning stage (Sub-CPMK)	Evaluation		Aid Learning, Learning methods, Student Assignment , [Estimated time]		Learning Materials [Bibliography]	Assessment Weight (%)
		Indicators	Criteria & forms	offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Sub CPMK-1 : Able to compile PROTA and PROMES in Geography learning	1.1 Calculates effective weeks for Geography learning. 1.2 Develop an annual program for the study of Geography	Criterion: Performance Rubric Form: Non Test - PROTA Assessment	Project Base Learning Lecture <i>Small Group Discussion</i> [TM : 1st (3x50')]	Vlearning http://vlearning.unesa.ac.id	Material: Definition, Learning Tools, effective week, effective hours, effective hours interrupted - Academic calendar	5

		1.3 Calculating effective hours in Geography learning. 1.4 Develop semester programs for Geography learning	- PROMES Assessment	Task 1 - Creating a PROTA Task 2 - Create a PROMES [PT+BM : (1+1) x (3X60')]		- Main Books (6)	
2-3	Sub CPMK-2: Able to analyze Core Competencies (KI) and Basic competencies (KD) of Geography subjects in SMA / MA class X, XI, XII	2.1. analyze the curriculum/content standards of Geography subjects. 2.2. Explain the learning objectives of Geography in SMA / MA. 2.3. Analyzing core Competencies (KI 1, 2, 3, 4) Geography subjects 2.4. Analyzing Basic competencies in Geography subjects 2.5. Analyze the characteristics of Geography subjects from the point of view of attitudes/perspectives, skills, and knowledge	Criterion: Description rubric Form: Non Test - Kinerka Ki-KD Analysis - Quiz 1	Project Base Learning Lecture <i>Small Group</i> <i>Discussion</i> [TM : 2nd (3x50')] [TM : 3rd (3x50')] Task 3 - Report on the results of the KI-KD analysis of Geography subjects class X, XI, XII [PT+BM : (2+2) x (3X60')]	Vlearning http://vlearning.unesa.ac.id	Material - Core competencies Knowledge and skills - Basic competencies of knowledge and skills - Annex to permendikbud No.21 of 2016 - Annex to permendikbud No. 22 of 2016 - Annex to the Minister of Education and Culture No. 23 of 2016	10
4	Sub CPMK-3 Able to develop a syllabus for learning Geography for SMA / MA	3.1. develop an inspirational syllabus of Geography subjects	Criterion: Performance Rubric Form: Non Test Show Performance	Project Base Learning Lecture Respond [TM : 4th (3x50')]	Vlearning http://vlearning.unesa.ac.id	- Annex to permendikbud No.21 of 2016 - Annex to permendikbud No. 22 of 2016	5

				Task 4 - Creating an Inspirational Syllabus [PT+BM : (1+1) x (3X60')]		- Annex to the Minister of Education and Culture No. 23 of 2016	
5-7	Sub CPMK-4 Able to compile an innovative SMA / MA Geography Learning Implementation Plan according to the demands of 21st century learning and present with full responsibility	4.1 develop indicators of competency achievement (knowledge and skills) 4.2. Develop learning objectives that meet the elements of ABCD. 4.3. identify learning materials 4.4. designing learning activities based on student-based learning models 4.5. Choosing learning resources 4.6. Determine the assessment technique	Criterion: Performance Rubric Form: Non Test Show Performance Quiz 2	Project Base Learning Lecture Respond [TM : 5th (3x50')] [TM: 6th (3x50)] [TM: 7th (3x50)] Task 5 - Creating a 21st Century RPP Task 6 - Designing learning with learning models in accordance with 21st century learning [PT+BM : (3+3) x (3X60')]	Vlearning http://vlearning.unesa.ac.id	- Book 2 - Book 4 - Book 5 - Book 6 - Annex to permendikbud No.21 of 2016 - Annex to permendikbud No. 22 of 2016 - Annex to the Minister of Education and Culture No. 23 of 2016	20
8	Sub-Summative Examination (USS): analyze Core Competencies and Basic Competencies (quiz 1 + Quiz2)						
9	Sub CPMK-5 Able to develop Geography learning media based on science and technology independently	5.1. develop Geography learning media based on science and technology	Criterion Product Shape: Product Picking Test	Project Base Learning Lecture Discussion [TM : 9th (3x50')]	Vlearning http://vlearning.unesa.ac.id	Book 1 Book 3 Book 4	10

				Task 7 - Creating innovative media according to KD [PT+BM : (1+1) x (3X60')]			
10	Sub CPMK-6 Able to develop teaching materials for learning Geography	6.1. Explaining the kinds of teaching materials in learning 6.2. Developing Geography teaching materials	Criterion Product Shape: Product Picking Test	Project Base Learning Lecture Assignment [TM : 10th (3x50')] Task 8 - Create a learning Module Task 9 - Create a handout [PT+BM : (2+2) x (3X60')]	Vlearning http://vlearning.unesa.ac.id	Book 2 Book 5 Book 6	10
11-12	Sub CPMK-7 Able to develop Student Activity Sheets that contain Geography science literacy, Geography skills, Geography knowledge and Geography perspectives	7.1. Mentioning the various Student Activity Sheets (LKPD) 7.2. Develop LKPD to develop the knowledge of students / students 7.3. Develop LKPD to develop Geography skills	Criterion Performance Rubric Shape: Performance Quiz 3	Project Base Learning Lecture Assignment [TM : 11th (3x50')] Task 10 - Creating LKPD Knowledge Task 11 - Creating Geo Skills LKPD [PT+BM : (2+2) x (3X60')]	Vlearning http://vlearning.unesa.ac.id	Book 2 Book 5 Book 6	20

13-14	Sub CPMK-8 Able to develop assessment instruments for learning processes and outcomes	1.1. Explain assessment techniques 1.2. Compiling an attitude / character assessment instrument accompanied by an assessment rubric 1.3. Develop a knowledge assessment instrument accompanied by an assessment rubric 1.4. Develop a skills assessment with an assessment rubric	Criterion Performance Rubric Shape: Performance	Project Base Learning Lecture Assignment [TM : 1st3rd (3x50')] Task 12 - Develop knowledge assessment instruments Task 13 - Develop skill assessment instruments Task 14 - Develop attitude/character assessment instruments - Develop test and non-test scoring rubrics [PT+BM : (2+2) x (3X60')]	Vlearning http://vlearning.unesa.ac.id	Book 2 Book 5 Book 6	20
15	<i>Flipped Classroom</i>	Portfolio : Sma/MA Geography Learning Tools					
16	Final Exam						

A. Calculation of Student Workload

Credit Unit (CU)	ECTS	Contact hours	Structured Assignments	Independent Study
3 CU	4,77	(3CU X 1.59 ECTS) X{(50:170')X 28.51 Workhours=39, 99	(3CU X 1.59 ECTS) X{(60:170')X 28.51 Workhours= 47.99	(3CU X 1.59 ECTS) X{(60:170')X 28.51 Workhours= 47.99

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domains

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and final-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

No	Aspects	Max. Score
1	Formulation of Learning Objectives: a. Conformity of objectives with basic competencies (KD) and indicators to be achieved (Excellent = 3, Good = 2, Fair = 1)	3

No	Aspects	Max. Score
	b. The formulation of learning objectives includes the components of ABCD (Audience, Behavior, Condition, Degree), using operational verbs: (Excellent = 3, Good = 2, Fair = 1)	3
	c. Formulation of objectives to implement HOTS (higher Order Thinking Skills) (Excellent = 3, Good = 2, Fair = 1)	3
2	Developing Learning Materials a. Designing learning materials in accordance with basic competencies and TPACK-based indicators (Technological, Pedagogical, Content Knowledge) (Excellent = 3, Good = 2, Fair = 1)	3
	b. Compile comprehensive learning materials (Excellent = 3, Good = 2, Fair = 1)	3
	c. Designing learning materials cohesively and logically sequentially. (Excellent = 3, Good = 2, Fair = 1)	3
	d. Designing learning materials that are relevant to real-life conditions and oriented towards the 21st century (Excellent = 3, Good = 2, Fair = 1)	3
	e. Designing Student Worksheets in accordance with learning indicators and materials. (Excellent = 3, Good = 2, Fair = 1)	3
3	Determining Learning Strategies a. Define learning models and design strategies that adapt the TPACK approach (Excellent = 3, Good = 2, Fair = 1)	3
	b. Designing a 21st century proficiency-based learning strategy (Colaborative, critical thinking, creative, communication) (Excellent = 3, Good = 2, Fair = 1)	3
	c. Designing innovative learning scenarios using approaches, models, methods that are in accordance with learning objectives. (Excellent = 3, Good = 2, Fair = 1)	3
	d. Designing creative learning scenarios that are meaningful and fun (Excellent = 3, Good = 2, Fair = 1)	3
4	Selection of Learning Media a. Utilizing ICT with multi-media to design learning media (Excellent = 3, Good = 2, Fair = 1)	3
	b. Utilizing concrete media in learning (Excellent = 3, Good = 2, Fair = 1)	3
	c. Designing the selection of learning media to train attitudes and skills (Excellent = 3, Good = 2, Fair = 1)	3

No	Aspects	Max. Score
5	Selection of Materials and Learning Resources a. Utilizing interesting real-life events or problems as a learning resource (Excellent = 3, Good = 2, Fair = 1)	3
	b. Utilizing learning resources from the internet /online (Excellent = 3, Good = 2, Fair = 1)	3
6	Learning Evaluation a. Designing evaluations that are in accordance with learning indicators (attitudes, skills, knowledge) (Excellent = 3, Good = 2, Fair = 1)	3
	b. Designing authentic evaluations (Excellent = 3, Good = 2, Fair = 1)	3
	c. Designing HOTS evaluation instruments (Excellent = 3, Good = 2, Fair = 1)	3
5	Assignment result RPP a. Systematic RPP (Excellent = 3, Good = 2, Fair = 1)	3
	Assignment result RPP b. Timeliness of RPP collection (Excellent = 3, Good = 2, Fair = 1)	3
	Assignment result paper c. Presentation (Excellent = 3, Good = 2, Fair = 1)	3

b) Tests (mid-term and final-term tests)

The criteria of mid-term and final-term tests in this course are:

1. The ability to give answers correctly according to the key and rubrics;
2. The ability to provide robust argumentation according to theory;
3. The ability to provide systematic explanations; and
4. The ability to apply the essential concepts in a particular situation comprehensively .

B. Universitas Negeri Surabaya Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E