WORKLOAD ASSESSMENT
<<LEARNING TOOL DEVELOPMENT >>

GEOGRAPHY EDUCATION STUDY PROGRAM FACULTY OF SOCIAL SCIENCE AND LAW UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESSMENT

<<LEARNING TOOL DEVELOPMENT >>

Academic Year 2019/2020

Coordinator: Ita Mardiani Zain

Team:

Wiwik Sri Utami

GEOGRAPHY EDUCATION STUDY PROGRAM FACULTY OF SOCIAL SCIENCE AND LAW Universitas Negeri Surabaya

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HANDBOOK MODULE

			HANDBOOK	MODULE				
LEARNIN	IG TOOL DE	VELOPMENT						
Module/ Title	Course	Student Workload	Credits	Semester	Frequency	Duration		
87202	8720202123		3 CU 4.77 ECTS	5TH SEMESTER	ONCE YEAR	1 SEMESTER		
1	Types of courses		Contact hours	Independent Study	Structured Study	Class size		
	LECTURES	5	(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	MAX 35 STUDENT		
2	Prerequisites for participation (if applicable) None							
3	PROGRAM	M LEARNING	OUTCOMES					
	PLO 1							
	Able to an knowledge by utilizing	alyze the chara e), plan, evalua g various scienc	acteristics of stud te/assess, and ar ce and technolog	dents, the charactor range follow-ups in y-based learning r	eristics of the main innovative Geo esources.	aterial (content graphy learning		
	PLO 5							
	Able to der measurabl	monstrate inde e results	ependent and col	laborative perforn	nance that produ	uces quality and		
	PLO 7							
	Able to pla utilizing va	an, implement, rious science a	evaluate/assess and technology-b	, and arrange follo ased learning reso	ow-up in Geogra ources;	phy learning by		
	PLO 11							
	Demonstra	ate a responsib	le attitude towa	rds work in their a	rea of expertise	independently		
	COURSE L	EARNING OL	JTCOMES					
	1. Able evalua utilizin	to analyze ite/assess, ar ig various scie	material ch nd arrange folle ence and techno	aracteristics (c ow-up in innova blogy-based learr	ontent know ative Geograph aing resources.	ledge), plan, ay learning by		
	2. Able to tools	o show indep	endent perforn	nance and work	together to pro	oduce learning		

	3. Able to plan high school geography learning by utilizing various science and technology-based learning resources.
	4. Able to be responsible for designing/planning learning independently.
4	Subject aims/Content
	 Annual Program Semester Program Syllabus Lesson plan Learning Media Teaching materials Student Activity Sheet Process Assessment Instruments and Learning Outcomes
5	Teaching methods <i>Project Base Learning, Self Direction Learning, Small Group Discussion</i>
6	Assessment methods Portfolio, paper test
7	This module/course is used in the following study programme/s as well -
8	Responsibility for module/course
	COMPULSORY/elective*/
9	 Other information 1. Arsyad, Azhar. 2007. <i>Learning Media</i>. Jakarta: PT RajaGrafindo Persada. 2. Daniella Tilbury, Michael William, 2003, Teaching and Learning Geography, Routledge Falmer, Taylor and Taylor and Francis, New York
	3. Gersmehl, Phil, 2008, <i>Teaching Geography, second edition</i> , The Guilford Press, New York
	 Sudjana, Nana and Ahmad Rivai. 2002. <i>Teaching Media</i>. Bandung: Sinar Baru Algesindo Smaldino, Sharon, Deborah Lowther, James D. Russel, 2011, <i>Instructional Technology</i> and Media For Learning, Ninth Edition, Kencana Prenada Media Group, Jakarta.
	 Sumarmi, 2013, <i>Geography Learning Model</i>, Malang, Library Media Wiwik Sri Utami, 2017, Geography Teaching Planning, Surabaya, UNIPRESS
	8. Ministry of Education and Culture, 2016, Annex to permendikbud No.21 of 2016
	9. Ministry of Education and Culture, 2016, Annex to permendikbud No.22 of 2016
	 Ministry of Education and Culture, 2016, Annex to the Minister of Education and Culture No.23 of 2016
	11. Ministry of Education and Culture, 2016, Annex to permendikbud No.24 of 2016

Lesson Plan and Course Assessment



SURABAYA STATE UNIVERSITY FACULTY OF SOCIAL SCIENCES AND LAW UNDERGRADUATE OF GEOGRAPHY EDUCATION

Document Code

			SEN	IESTER LES	SON PLAN					
COURSE			CODE	COURSE	GROUP	CREDIT UNIT		SEMESTER	Date of Preparation	
Learning Tool Developm	nent					T = 1	P= 2	5	Aug 5, 2020	
AUTHORIZATION			Compiler	•	Coordinator			Head of Study	Program	
CHEMISTRY EDUCATION	J		Wiwik Sri Utami		Wiwik Sri Utami Dra. Ita Mardian			diani Zain, M.Kes		
Learning Outcomes	Program Lea	rning Outcoi	mes							
	PLO 1	Able to ana arrange fol	alyze the characteristics of low-ups in innovative Geo	students, graphy lear	he characteristics of th ning by utilizing various	e material (co science and	ontent kn technolog	owledge), plan, e gy-based learning	evaluate/assess, and g resources.	
	PLO 5	Able to der	nonstrate independent an	d collabora	tive performance that p	produces qua	lity and m	easurable result	S	
	PLO 7	Able to plan based learr	n, implement, evaluate/as ning resources;	sess, and a	range follow-up in lear	ning Geograp	hy by util	izing various scie	nce and technology-	
PLO 11 Demonstrate a responsible attitude towards work in their area of expertise independently										
	Course Learn	ing Outcom	es							
	CLO 1	Able to ana learning by	Ilyze material characteristi utilizing various science a	e material characteristics (content knowledge), plan, evaluate/assess, and arrange follow-up in innovative Geography lizing various science and technology-based learning resources. (PLO 1)						
	CLO 5	Able to sho	w independent performar	nce and wo	rk together to produce	learning tools	5 (PLO 5)			
	CLO 7	Able to pla	n high school geography le	earning by ι	tilizing various science	and technolo	gy-based	learning resource	es . (PLO-7)	
	CLO 11	Able to be	responsible for designing/	planning le	arning independently (F	PLO 11)				
	Sub Course L	earning Out	comes							
	LLO 1	Able to con	npose PROTA and PROMES	5 in Geogra	phy learning (C3, A4) (P	PLO-5, PLO-10)			
LLO 2 Able to a			alyze Core Competencies a	nd Basic Co	mpetencies in Geograp	hy subjects ir	n SMA/M	A grades X, XI, XII	. (C4, A3) (PLO-10)	
	LLO 3	Able to dev	elop high school/MA Geog	graphy lear	ning syllabus . (C6, A4)	(PLO-1, PLO-2	2)			
	LLO 4	Able to pre and presen	pare an innovative SMA/M t it with full responsibility	IA Geograp . (C6, A4) (aphy Learning Implementation Plan according to the demands of 21st century learning I) (PLO-11, PLO-1, PLO-5)					

	LLO 5 Able to	o independently o	develop scien	ce and techn	ology-based G	eography lear	ning media. (C	6, A4) (PLO-7)		
	LLO 6 Able to	o develop Geogra	phy learning	teaching mat	erials. (C6, A4	4) (PLO-11, PLC)-1, PLO-7)			
	LLO 7 Able t Geogr	ble to develop Student Activity Sheets containing Geography scientific literacy, Geography skills, Geography knowledge and eography perspective . (C6, A4) (PLO-11, PLO-1, PLO-7)								
	LLO 8 Able to	ble to develop process assessment instruments and learning outcomes. (C6, A4) (PLO-11, PLO-1)								
	Correlation betweer	on between CPL/CPMK and Sub-CPMK								
		Sub- CPMK1	Sub- CPMK2	Sub- CPMK3	Sub- CPMK4	Sub- CPMK5	Sub- CPMK6	Sub- CPMK7	Sub- CPMK8	
	CPL2/CPMK2			٧			v	v	٧	
	CPL5/CPMK5	V			V					
	CPL7/CPMK7					V	V	V		
	CPL10/CPMK10	V	V	٧	V		V	V	٧	
Brief description of	This course is a course	se that discusses a	geography lea	arning planni	ng by planning	g annual progra	ams (PROTA) a	nd semester p	rograms (PRC)MES) using
the course	the educational cale	ndar that applies	to the curren	t school year;	make plans ir	n the impleme	ntation of geog	graphy learning	(RPP) orient	ed to active
	student learning wit	h a scientific ap	proach that	is relevant to	b the demand	ls of the 2013	curriculum; o	develop teachi	ng materials	in learning
	geography, in the fo	rm of modules/d	ictations/har	idouts that c	an be used in	learning geog	raphy that are	able to provid	le a meaning	ful learning
	experience; develop	student workshe	ets in the for	m of worksh	eets, job shee	ts, practical in	structions in le	earning Geogra	pny that are	oriented to
	student activities/act	civities; develop a	the methode	sheet in lear	ning Geograph	iy that measur	es the achieve	ment of learnin	is dono by po	les by using
	written test and nort	ig approach with	the methous	or inquiry, u	scussion, ques		er, assignmen	is. Assessment	is done by pe	inormance,
Study Material	Studying science and	technology in ed	ucational dev	elonment Tl	nis study mate	rial contains n	ure education	al science mate	rials This stu	dv material
Geography Education	is expected to be abl	e to lead students	s to master a	nd apply educ	cational knowl	edge as a teac	her such as les	son planning.	levelopment	of teaching
	materials to evaluat	ion of learning p	rocesses and	outcomes.	The material is	s delivered in	the first seme	ester to provid	e a solid fou	ndation for
	educational knowled	ge.								
Learning materials	Learning materials	•								
_	1. Annual Prog	ram								
	2. Semester Pro	ogram								
	3. Syllabus									
	4. Lesson plan									
	5. Learning Me	dia								
	6. Teaching ma	terials								
	7. Student Acti	vity Sheet								
	8. Process Asse	ssment Instrume	nts and Learr	ning Outcome	es					

Deferre		Duine out (
Refere	lices	1 Arcu	ad Azbar 2007 Learning A	Andia Jakarta: DT Paia	Grafindo Persada			
		1. Alsy	au, Aznai. 2007. Leurning N	Coography cocond ad	itian The Cuilford Proce	Now Vork		
		2. Gets	Smeni, Phil, 2008, Teuching	Geography, second ed		Alexateda		
		3. Suaj	ana, Nana and Anmad Riva	I. 2002. Teaching Meai	a. Bandung: Sinar Baru	Algesindo		
		4. Sma	Idino, Sharon, Deborah Lov	wther, James D. Russe	el, 2011, Instructional To	echnology and Media	For Learning, Ninth Editio	on, Kencana
		Prer	ada Media Group, Jakarta.					
		5. Sum	armi, 2013, Geography Lea	rning Model, Malang, I	_ibrary Media			
		6. Wiw	ik Sri Utami, 2017, Geograp	hy Teaching Planning,	Surabaya, UNIPRESS			
		Secondary :						
		1. Min	istry of Education and Cultu	re, 2016, Permendikbu	ud No.20 of 2016			
		2. Min	, istry of Education and Cultu	re, 2016, Annex to per	mendikbud No.21 of 20	16		
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. Min	istry of Education and Cultu	re, 2016, Annex to per	mendikbud No.24 of 20	16		
		6. Min	istry of Education and Cultu	re, 2018, Guide to Pro	cess Assessment and Le	arning Outcomes		
Loctur	~~~	7. Acad	illtami MD and Drauta Ma	n Units Ardiani Zain, M.Kos				
Drorog	uisita Courso		I Utalili, IVIP allu Dia. Ita ivia	aruidili Zdili, Wi.Kes				
riereq					Δid Le:	arning		
	The final ahil	ity of each			Learning	methods.		
Week	learning	stage	Evaluat	tion	Student As	signment,	Learning Materials	Assessme
	(Sub-Cl	PMK)			[Estimat	ted time]	[Bibliography]	nt Weight
			Indicators	Criteria & forms	offline	Online		(%)
(1)	(2)		(3)	(4)	(5)	(6)	(7)	(8)
1	Sub CPMK-1 :		1.1 Calculates effective	Criterion:	Project Base	Vlearning	Material:	5
	Able to compile	PROTA and	weeks for	Performance	Learning	http://vlearning.un	Definition, Learning	
	PROMES IN Geo	graphy	Geography learning.	Rubric	Lootuno	esa.ac.id	I ools, effective week,	
	learning		1.2 Develop an annual	Form: Non Tost	Lecture		effective hours,	
			study of Geography		Discussion		interrunted	
			Study of Geography	Assessment	[TM : 1st (3x50')]			
							- Academic calendar	

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	 1.3 Calculating effective hours in Geography learning. 1.4 Develop semester programs for Geography learning 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 	 PROMES Assessment Criterion: Description rubric Form: Non Test Kinerka Ki-KD Analysis Quiz 1 	Task 1 - Creating a PROTA Task 2 - Create a PROMES [PT+BM : (1+1) x (3X60')] Project Base Learning Lecture Small Group Discussion [TM : 2nd (3x50')] [TM : 3rd (3x50')] Task 3 - Report on the	Vlearning http://vlearning.un esa.ac.id	 Main Books (6) Material Core competencies Knowledge and skills Basic competencies of knowledge and skills Annex to permendikbud No.21 of 2016 Annex to 	10
		 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/perspectiv es, skills, and knowledge 		Task 3 - Report on the results of the KI-KD analysis of Geography subjects class X, XI, XII [PT+BM : (2+2) x (3X60')]		No.21 of 2016 - Annex to permendikbud No. 22 of 2016 - Annex to the Minister of Education and Culture No. 23 of 2016	
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 <u>http://vlearning.un</u> <u>esa.ac.id</u>	 Annex to permendikbud No.21 of 2016 Annex to permendikbud No. 22 of 2016 	5

			1		1		1
				Task 4		- Annex to the	
				- Creating an		Minister of	
				Inspirational		Education and	
				Syllabus		Culture No. 23 of	
						2016	
				[PT+BM : (1+1) x (3X60')]			
5-7	Sub CPMK-4	4.1 develop indicators	Criterion:	Project Base	Vlearning	- Book 2	20
	Able to compile an	of competency	Performance	Learning	http://vlearning.un	- Book 4	
	innovative SMA / MA	achievement	Rubric	Lecture	esa.ac.id	- Book 5	
	Geography Learning	(knowledge and		Respond		- Book 6	
	Implementation Plan	skills)	Form: Non Test	[TM : 5th (3x50')]		- Annex to	
	according to the demands of	4.2. Develop learning		[TM: 6th (3x50)]		permendikbud	
	21st century learning and	objectives that meet	Show Performance	[TM: 7th (3x50)]		No.21 of 2016	
	present with full	the elements of	Quiz 2			- Annex to	
	responsibility	ABCD.		Task 5		permendikbud No.	
		4.3. identify learning		- Creating a 21st		22 of 2016	
		materials		Century RPP		- Annex to the	
		4.4. designing learning		, Task 6		Minister of	
		activities based on		- Designing learning		Education and	
		student-based		with learning		Culture No. 23 of	
		learning models		models in		2016	
		4.5. Choosing learning		accordance with		2010	
		resources		21st century			
		4.6 Determine the		learning			
		assessment		leannig			
		technique		[PT+BM : (3+3) x (3X60')]			
		teeninque	<u> </u>		<u> </u>	<u> </u>	
8	Sub-Summative Examination	(USS): analyze Core Compe	etencies and Basic Cor	npetencies (quiz 1 + Qu	iz2)		
9	Sub CPMK-5	5.1.develop Geography	Criterion	Project Base	Vlearning	Book 1	10
	Able to develop Geography	learning media	Product	Learning	http://vlearning.un	Book 3	
	learning media based on	based on science			esa.ac.id	Book 4	
	science and technology	and technology	Shape:	Lecture			
	independently		Product Picking	Discussion			
			Test	[TM : 9th (3x50')]			

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	Task 7 - Creating innovative media according to KD [PT+BM : (1+1) x (3X60')] Project Base Learning Lecture Assignment [TM : 10th (3x50')] Task 8 - Create a learning Module Task 9 - Create a handout	Vlearning http://vlearning.un esa.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 <u>http://vlearning.un</u> <u>esa.ac.id</u>	Book 2 Book 5 Book 6	20

13-14	Sub CPMK-8	1.1. Explain assessment	Criterion	Project Base	Vlearning	Book 2	20
	Able to develop assessment	techniques	Performance	Learning	http://vlearning.un	Book 5	
	instruments for learning	1.2. Compiling an	Rubric	Lecture	<u>esa.ac.id</u>	Book 6	
	processes and outcomes	attitude /		Assignment			
		character	Shape:	[TM : 1st3rd			
		assessment	Performance	(3x50')]			
		instrument					
		accompanied by an		Task 12			
		assessment rubric		- Developknowledge			
		1.3. Develop a		assessment			
		knowledge		instruments			
		assessment		Task 13			
		instrument		- Develop skill			
		accompanied by an		assessment			
		assessment rubric		instruments			
		1.4. Develop a skills		Task 14			
		assessment with		- Develop			
		an assessment		attitude/character			
		rubric		assessment			
				instruments			
				 Develop test and 			
				non-test scoring			
				rubrics			
				[PT+BM : (2+2) x (3X60')]			
15	Flipped Classroom	Portfolio : Sma/MA Geog	raphy 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)	(3CU X 1.59 ECTS)	(3CU X 1.59 ECTS)
		X{(50:170')X 28.51	X{(60:170')X 28.51	X{(60:170')X 28.51
		Workhours=39, 99	Workhours= 47.99	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'	85 ≤ SA ≤ 100
opinions; always attend the class on time; always	
submit the assignment on time; and always participate	
in the completion of group assignment	
Communicate effectively, appreciate others' opinions;	70 ≤ SA < 85
80% of attendance; submit 90% of the assignment; and	
often participate in the completion of group assignment.	
Communicate ineffectively, appreciate others' opinions;	55 ≤ SA < 70
75% of attendance; submit the 70% of assignment on	
time; and participate in the completion of group	
assignment.	
Communicate ineffectively, do not appreciate	≤ SA < 55
others' opinions; rarely attend the class; rarely	
submit the assignment; and rarely participate in the	
completion of group assignment	

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.
•	b. The formulation of learning objectives includes the components of ABCD (Audience, Behavior, Condition, Degree), using operational vertex	
	(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)	3
	<pre>(Excellent = 3, Good = 2, Fair = 1) b. Compile comprehensive learning materials (Excellent = 3, Good = 2, Fair = 1)</pre>	
		3
	 c. Designing learning materials cohesively and logically sequentially. 	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	2
	(Excellent = 3, Good = 2, Fair = 1) 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 ¹⁴ (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
	 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 ≤ NA ≤ 100	4.00	A
80 ≤ NA < 85	3.75	A-
75 ≤ NA < 80	3.50	B+
70 ≤ NA < 75	3.00	В
65 ≤ NA < 70	2.75	B-
60 ≤ NA < 65	2.50	C+
55 ≤ NA < 60	2.00	С
40 ≤ NA < 55	1.00	D
0 ≤ NA < 40	0	E

a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213 Telepon :+6231-99424932 Faksimile :+6231-99424932 e-mail :bakpk@unesa.ac.id

Dosen : Dra. Ita Mardiani Zain, M.Kes.

Dr. Wiwik Sri Utami, M.P.

PRESENSI KULIAH Periode 2019/2020 Gasal

Mata Kuliah	:	Pengembangan Perangkat Pembelajaran
Kelas	:	2017A
Prodi	:	51 Pendidikan Geografi

Pertemuan Ke 9 4 5 8 10 11 12 13 14 15 3 6 NIM Nama Mahasiswa No 23 11 90 04 02 02 02 16 01 30 20 28 07 30 09 18 Oct Oct Oct Oct Oct Oct Nov Aua Aug Sep Sep Nov Nov Nov Dec 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 17040274001 BIRU DAMAR CAHYANTI н н н н н н н н н н н н н н H 100 % 1 SHINTA MARINDA OKTAVIAN н н н н н н н н н н н н н н н 7 17040274002 100.% 17040274003 ZIDNI ILMA LAILATIN SAFAROH н н н н н н н н н н н н 100 % н н н 3 н н н н н н н г н 4 17040274004 M KHOIRUL ANAM H H н н H Δ 9229 ANABILLAH YULIA RAMADHAN 5 17040274005 Н н н Н н н н н Н Н н н н н н 100 % н н н н н н 17040274006 DINDA PRATIW н н н н н н н н A 93.3 9 17040274007 JAUHARATUL KHILMIYAH н н н н н н н н н н н н н н н 100 % 8 17040274008 TIARA VIKA ANGGRAINI Α н н н н н н н H н н н н н A 6.7% 17040274009 HELIA SEPTIANA н ннн н н н н Н Н т н н H H 100% н н н н н н н н н н н н 100 % 17040274010 н н н LELY BADRIYAH 11 17040274011 NADIAH SALSABILA A H H н н н н н н н н н н A н 8679 12. 17040274012 NURUL IZZAH FARQHANA н н н н н н н т н т н н Η H 100% 17040274013 н н н н 13. MUCHAMMAD ARDIANSYAH н н н н н н н н н н н 100 % 14. 17040274014 DEFRI ABIYAN AYU FADHILAH A н н н н н н н н н н н н н н 93.3 % 15. 17040274016 KHARISMA DWI CAHYANING н н н н н н н н н н н н н н н 100 % 16. 17040274017 BAGUS SETIAWAN н н н н н н н н н н н н н н н 100 % 17. 17040274018 BADRIYATUN NUR HASANAH н A H н н н 93.3 % н н н н н н н н н 17040274019 ASNIA VERONIKA 18. н H H н н н н н н н н н н н H 100 % 19. 17040274020 ASIYATUL KARIMAH н н н н н н н н Η н н н н н н 100 % 17040274022 TRESNASIA RAHMALIYAH н A H н н н н н н н Α н 86.7 % 20. н н 17040274023 OCTYVIA NOERMALITASARI H H н н н н н н н н н 6.7 9 21. A A 17040274024 DAFFA' DARY OKTAVIANO 22 н нн н н н н н н н н н н н н 100.% 23. 17040274025 HENUK DWI FIANA н S H H н н н н нннн H H 100% 17040274026 LAILATUL MUZDALIFAH н 24. н н н н н н н н Η н н н н н 100 % 25. 17040274027 NUR FITRIYANI н нн н н н н H 100% н н н н н н н 17040274028 BAHRUL RESQI MUBARROQ 26 н н н н н н н н н н н н н н н 100 % HERMAWAN 17040274029 WILDAN NUR BASTIAN н 27 Α нн н н н н н н н н н н н 93.3 9 USWATUN CHASANAH 28. 17040274030 н H H н н н н н н н н н н н н 100 % 17040274031 INDAH LESTARI 29 A H H н н н н н н н н н н н н 93.3 % 30. 17040274032 AYU NURHANIA н H H н н н н н н н н н н н 100 % н 31 17040274033 DEVIL SYAWALI н н н н н н н н н н н н н н н 17040274034 ZAYIN AZIS SYAIFULLAH 32 н н н н н н н н н н н н н н н 100 % 33 17040274035 IIN VINA NOVIANA н н н н н н н н н н н н н н н 100.9/ 17040274036 FACHREZA DANY ERLANGGA 34 A т н н н н н н н н н н н н A 36.7 9 17040274038 YUSLING FARIDAH NUR AIN н н н н н н н н н н н н н н н 35 100 9 Tanda Tangan Dosen / Asisten

b. Sample of Course Log Book (journal lecture)



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang Jalan Ketintang, Surabaya 60231 T: +6231-8293484 F: +6231-8293484 Iaman: unesa.ac.id email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama	ama Matakuliah : Pengembangan Perangkat Pembelajaran Dosen : ITA MARDIANI ZAIN							
Kelas : 2017C (196509121994						4032001)		
Jadwa	Jadwal & Ruang : 103.01.08 (07.00 - 09.30) R. (196708051993022001)							
No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen		
1	23-08-2019	Pertemuan ke 1	<div>merencanakan pembelajaran Geografi SMA, </div> <div>PROTA</div> <div>PROMES </div>	29	Terjadwal	Wiwik Sri Utami		
2	30-08-2019	Pertemuan ke 2	Kalender pendidikan satua . menganalisis kurikulum/standar isi mata pelajaran Geografi. Menjelaskan tujuan pembelajaran Geografi di SMA/MA. n pendidikan	34	Terjadwal	Wiwik Sri Utami		
3	04-09-2019	Pertemuan ke 3	Menganalisis KI dan KD mata pelajaran Geografi	36	Terjadwal	Wiwik Sri Utami		
4	11-09-2019	Pertemuan ke 4	- Syarat-syarat mengembangkan indicator pembelajaran Fungsi indicator pembelajaran dalam suatu perencanaan pembelajaran - Silabus Geografi SMA.	33	Terjadwal	Ita Mardiani Zain		
5	02-10-2019	Pertemuan ke 5	- Kaidah mengembangkan tujuan pembelajaran dalam format ABCD Tujuan pembelajaran sebagai komponen daalam perencanaan pembelajaran - Silabus Geografi SMA	22	Terjadwal	Wiwik Sri Utami		
6	02-10-2019	Pertemuan ke 6	- Pendekatan saintifik - Model <i>discovery inquiry</i> - Model <i>Problem base</i> <i>learning.</i> - Model <i>Project</i>	33	Terjadwal	Wiwik Sri Utami		

			base Learning - Tipe pembelajaran dalam model Kooperatif -			
			Contextual Teaching and Learning - Metode			
			pembelajaran Geografi			
7	02-10-2019	Pertemuan	- Pendekatan saintifik -	38	Terjadwal	Wiwik Sri Utami
		Ke /	Model ascovery inquiry -			
			learning Model Project			
			base Learning - Tipe			
			pembelajaran dalam			
			model Kooperatif -			
			Contextual Teaching and			
			Learning - Metode			
8	01-11-2019	Pertemuan	UTS 	38	Teriadwal	Wiwik Sri Utami
		ke 8			,	
9	16-10-2019	Pertemuan	- Jenis-jenis sumber	38	Terjadwal	Ita Mardiani Zain
		ke 9	belajar - Macam-macam			
			bahan ajar (handout, diktat modul dll)			
10	01-11-2019	Pertemuan	- Jenis-ienis sumber	38	Teriadwal	Ita Mardiani Zain
		ke 10	belajar - Macam-macam		. c. ju a	
			bahan ajar (handout,			
		-	diktat, modul, dll)			
11	30-10-2019	Pertemuan	- Jenis-jenis media	25	Terjadwal	Ita Mardiani Zain
		кетт	Pembelajaran - Reproduksi media sesuai			
			dengan tujuan			
			pembelajaran dan			
			karaktristik materi			
12	13-11-2019	Pertemuan	- Silabus Geografi SMA	36	Terjadwal	Ita Mardiani Zain
		Ke IZ	wacam-macam lembar			
			iobsheet, petunjuk			
			praktikum, lembar			
			observasi - Konsep			
			assessment dan penilaian			
			- Teknik penilalah dalam pembelajaran - Tabel			
			spesifikasi penilaian			
13	23-11-2019	Pertemuan	- Silabus Geografi SMA	38	Terjadwal	Ita Mardiani Zain
		ke 13	Macam-macam lembar			
			kerja siswa (<i>worksheet,</i>			
			praktikum lembar			
			observasi - Konsep			
			assessment dan penilaian			
			- Teknik penilaian dalam			
			pembelajaran - Tabel			
14	27-11-2010	Pertemuan	- Silabus Geografi SMA	35	Teriadwal	Ita Mardiani Zain
	27-11-2013	ke 14	Macam-macam lembar	35	regatival	
			kerja siswa (worksheet,			
			<i>jobsheet,</i> petunjuk			

c. Sample of Assignment: (TASKS)

Biru Damar Cahyanti, Nim. 17040274001

LEARNING IMPLEMENTATION PLAN Title: POPULATION DYNAMICS

- Satuan Pendidikan Mata Pelajaran Class/Semester Subject Matter Time Allocation
- : MAN SIDOARJO
- : Geography
- : XI / Even
- : Population Dynamics and Development Planning
- : 6 MEETINGS

A. Core Competencies

- KI 3: Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge to a specific field of study according to his talents and interests to solve problems.
- KI 4: Processing, reasoning, and examining in the concrete realm and abstract realm related to the development of what he learned in school independently, acting effectively and creatively, and being able to use methods according to scientific principles.

B. Basic Competencies

Basic Competencies
3.5 Analyze population dynamics in Indonesia for development planning.
4.5 Presenting population data in the form of maps, tables, graphs, and/or images

C.Indicator Pencapaian Kompetension

KD 3.5:

Analyze population dynamics in Indonesia for development planning.

Subject Matter	GPA
 Population Dynamics and Projection Factors 	 3.5.1. Explaining the meaning of population dynamics 3.5.2. Deciphering the factors of population dynamics 3.5.3. Deciphering population projections 3.5.4. Projecting population growth with formula models
2. Population and Labor Mobility	 3.55. Classifying the types of mobility of the population 3.5.6. Analyzing the impact of population mobility

	3.5.7 Deciphering the meaning of
	amployment 3.5.8.Solving labor problems in Indonesia
3. Population Quality and Human	3.5.9. Explaining the definition of
Development Index	population quality
	3.5.10. Identifying indicators in the quality
	of the population
	3.5.11. Analyzing the impact of population
	quality on development success
	3.5.12. Deciphering the meaning of the
	Human Development Index
4. Demographic Bonus and Its Impact on	3.5.13. Explaining the meaning of
Development	Demographic Bonus
	3.5.14. Analyzing the impact of
	Demographic Bonuses on Development
	3.5.15. Identifying the notion of population
5. Problems Caused by Population	explosion
Dynamics	Explosion
	3.5.17. Explaining the meaning of
6. Population Data Sources	population data sources
	3.5.18. Classifying population data sources
	3.5.19. Identifying approaches in
7. Processing and Analysis of Population	Population Data Analysis
Data	3.5.20. Calculating the results of population
	data using the formula

KD 4.5:

Presenting population data in the form of maps, tables, graphs, and/or images

ort on population data in the a accompanied by maps, graphs,
r

D. Learning Objectives

Meeting 1:

- 1. By reading textbooks students can explain the understanding of population dynamics at least according to the textbook
- 2. By reading textbooks siswa can outline the factors, the dynamics of the population at least 3 factors
- 3. By listening to the explanation from the teacher the student can correctly decipher the projection of the population
- 4. By looking at the formula in the package book, students are able to project the growth of the peer population of 3 models correctly

Meeting 2 :

- 5. By reading thetext students can classify the types of mobility of the population correctly
- 6. By looking at the population news article ziswa can analyze the impact of population mobility well
- 7. After hearing the teacher's explanation and reading the textbook, students are able to elaborate on the meaning of employment at least according to the textbook

8. After seeing the student population news article can solve the employment problem with examples

Meeting 3 :

- 9. After hearing the teacher's explanation and reading the textbook, students can explain the understanding of population quality at least according to the textbook
- 10. By looking at power points students are able to identify indicators in the quality of the population at least 3 indicators
- 11. By looking at power points students are able to analyze the impact of population quality on development at least 2 examples
- 12. By listening to the teacher's explanation and seeing the power point, students are able to decipher the meaning of the Human Development Index at leastcorrectly.

Meeting 4 :

- 13. By listening to the teacher's explanation and reading the textbook, students are able to express the notion of demographic bonuses at least according to the textbook
- 14. By observing news about Indonesia's population density students are able to analyze the impact of demographic bonuses on development at least 3 examples
- 15. After reading the textbook students can identify the notion of population explosion by corresponding the textbook
- 16. After hearing the explanation, the teacher was able to analyze the impact of the population explosion accompanied by examples

Meeting 5 :

- 17. After reading the textbook, students can explain the meaning of population data sources after the textbook
- 18. After looking at the textbook and power point, students can classify the source of population data according to the student's textbook

Meeting 6

- 19. By reading textbooks students can identify approaches in the analysis of population data at least according to the textbook
- 20. By reading textbooks and listening to explanations, teachers students are able to calculate the results of population data using formulas correctly.

Skills:

21. With the assignment and discussion of groups, students are able to makeaporan about population data in the Surabaya area accompanied by maps, graphs, tables, and pictures well

Formative Assessment :

22. After studying all the material students are able to make a concept map of Population Dynamics and Development Planning in accordance with the material as a formative assessment

Daily Assessment :

23. After studying all the material about population dynamics and development planning in Indonesia that has been taught by the teacher, students are able to do the daily test questions given by the teacher.

E.Character Strengthening Focus

- 1. **<u>Responsibility</u>**: strengthening the responsible character in learning KD 3.5 / Theme: population dynamics and development planning, especially carried out when students work on and complete the assigned tasks
- 2. <u>Cooperation</u>: strengthening polite character in KD 3 learning. 5 /Theme: population dynamics and development planning are mainly carried out when students are actively involved in discussions and presentations
- 3. Honesty: strengthening honest character in learning KD 3.5 / Theme: population dynamics and development planning, especially carried out when students answer and do the exam questions given

F. Learning Materials

REGULAR MATERIALS

- 1. Factors of population dynamics and projections
 - Population dynamics
 - Factors of population dynamics
 - Population projection formula
 - Drawings of population projection models
- 2. Mobility of the population and labor
 - Faktor population mobility
 - The impact of population mobility
 - Employment issues
- 3. Population quality and Human Development Index
 - Quality of the population
 - The impact of population quality on development
 - Human Development Index
- 4. Demographic bonuses and their impact on development
 - Demographic bonus
 - The impact of demographic bonuses on development
 - Solutions for utilizing demographic bonuses for development
- 5. Problems caused by population dynamics
 - Problems due to the dynamics of occupation and solutions
- 6. Sources of population data
 - Various sources of population data
 - Using population data
- 7. Management and analysis of population data
 - Definition of population data analysis
 - Population data processing
 - Analisis population data

REMIDIAL MATERIAL

- Calculating Population Projections According to the Formula
- Analyzing the Causes of Employment Problems
- Solving Alternative Solutions to the Problem of Population Explosion

ENRICHMENT MATERIALS

- Analyzing Government Policies in the Face of Demographic Bonuses
- Analyzing Employment Problem Solving

G. Approach/model/method

Approach: ScientificModel: Problem Based LearningMethod: Lectures, Q&A, Group Discussions, Assignments

H. Learning Activities

1. First Meeting: 2 JP

Competency Achievement Indicators

- 3.5.1. Explaining the meaning of population dynamics
- 3.5.2. Deciphering the factors of population dynamics²³
- 3.5.3. Deciphering population projections
- 3.5.4. Projecting population growth with formula models

Steps	Syntactic	Learning Activities	Time
Steps Introduction	Syntactic	Learning Activities 1.Preparing students psychically and physically: by reading prayers and asking what news students are ready to accept learning activities 2.The teacher conveys the competencies to be achieved, namely regarding population dynamics and population projections and shows their benefits in daily life 3.Apperception: Students express their opinions in general regarding population dynamics and population projections Communication Exploring students' initial knowledge about the dynamics of Indonesian population 4. The teacher conveys an outline of the scope of the material and activities to be used, namely the dynamics and projections of the population 5. The teacher delivers the learning activities	Time 8 minutes
		(Model / Strategy / Approach / Method / Technique) that will be carried outn	
Core Activities Media literacy Short- form videos Strengthe ning Character	Stimulation (Stimulus Provision	 Participants observed the dynamics of the population in Indonesia through a short video to understand the meaning of the content of the video first ORSERVE Critical Thinking Students observe short-duration videos involve critical thinking power to find meaning of the video which will later be gi comments or opinions. 	5 minutes
responsibl y and honestly conveying questions and opinions	Problem Statement (Problem Identification	 2. Students are given the opportunity to ask questions regarding short videos that have been presented by the teacher Example questions: What are the factors that influence the dynamics of the population ? 	5 minutes
	<u>.</u>	 The teacher provides an explanation of population dynamics, population dynamics 2factors, the influence of population projections, population projection models 	20 minutes

		 4. The teacher displays the types of population pyramids as well as data on the population of Indonesia in the form of graphs. Creative Thinking and Collaboratio Students and their groups discuss to 	
		complete the task of looking for factors that affect POPULATION DYNAMICS and POPULATION PROJECTIONS	
	Collecting Data (Data Collecting)	 In pairs with their deskmates, learners seek information from various sources about factors affecting population dynamics and population projections COLLECTING DATA 	7 minutes
	Data Processing (Pengolahan Data/Informas i)	 The teacher randomly appoints students to come forward Students and their group partners will present the information that has been obtained Other students are given the opportunity to respond and comment on the student's explanation in front of 	26 minutes
	Verification (Proof of Proof	 The teacher provides assessment and input on the explanations that have been submitted by the students 	7 minutes
Cover		 The teacher completes the conclusions that have been conveyed by the learners The teacher guides students to make a resume (CREATIVITY) about important points that appear in the newly carried out learning activities Teachers give awards to groups that have good performance and cooperation The teacher submits the lesson plan at the next meeting and asks the learners to study it at home 	12 minutes

2. Second Meeting 2 JP

Competency Achievement Indicators

- 3.5.5. Classifying the types of mobility of the population
- 3.5.6. Analyzing the impact of population mobility
- 3.5.7 Deciphering the meaning of employment
- 3.5.8. Solving labor problems in Indonesia

Steps	ntactic	rning Activities	ne
Introducti		1. Preparing students psychically and	ninutes
on		physically: by reading prayers and asking	
		what news students are ready to accept	
		learning activities	
		2. The teacher conveys the competencies to be	
		achieved, namely regarding the mobility of	

		 the population and labor and shows its benefits in daily life 3.Apperception : Learners express their opinions in general regarding the mobility of the population and labor Communication Exploring students' initial knowledge of population and labor mobility 	
Bladia		 4. The teacher conveyed an outline of the scope of the material and activities to be used, namely the mobility of the population and labor 5. The teacher delivers the learning activities (Model / Strategy / Approach / Method / Technique) that will be carried outn 	
literacy Picture in PPT Strength	Stimulation (Stimulus Provision	1. Participants observed images of population mobility in Indonesia through images in PPT to understand OBSERVE	ninutes
ening Charact er responsi bly and honestly conveyin g question s and		Critical Thinking Students make observations of the imag involve critical thinking power to find meaning of the Image which will later be g a comment or opinion.	e to the iven
opinions	Problem Statement (Problem Identification	tudents are given the opportunity to ask questions regarding the images that have been presented by the teacher Example questions: What are the factors that affect the mobility of the population ? QUESTIONING	ninutes
		 Teachers provide explanations on population mobility, population mobility factors, and employment Teachers display news articles on population and labor mobility for analysis. 	minutes
	Collecting Data (Data Collecting)	 In pairs with their deskmates, learners seek information from various sources about factors affecting the mobility of the population and labor The teacher divided several groups and then gave a news article on various themes regarding the problem of population 	ninutes

Character Stabilization Cooperation between friends to discuss solving a problem		and labor mobility in Indonesia to discuss and solve the problem.	
	Data Processing (Pengolahan Data/Informas i)	 The teacher randomly points to the group to come forward Students and their groups will present the news article material that has been obtained Other students are given the opportunity to respond and comment on the student's presentation in front of 	minutes
	Verification (Proof of Proof	 The teacher provides assessment and input on the explanations that have been submitted by the students 	ninutes
Cover		 The teacher completes the conclusions that have been conveyed by the learners The teacher guides students to make a resume (CREATIVITY) about important points that appear in the newly carried out learning activities Teachers give awards to groups that have good performance and cooperation The teacher submits the lesson plan at the next meeting and asks the learners to study it at home 	minutes

3. Third Meeting 2 JP

Competency Achievement Indicators

- 3.5.9. Explaining the definition of population quality
- 3.5.10. Identifying indicators in the quality of the population
- 3.5.11. Analyzing the impact of population quality on development success
- 3.5.12. Deciphering the meaning of the Human Development Index

Steps	Syntactic	Learning Activities	Time
Introducti on		 Preparing students psychically and physically: by reading prayers and asking what news students are ready to accept learning activities The teacher conveys the competency objectives to be achieved, namely regarding the quality of the population and the Human Development Index and shows its benefits in daily life Apperception: Learners express their opinions in general regarding the quality of the population and the human development index 	8 minutes

		 Communication Exploring students' initial knowledge of population quality and the Human Development 3. The teacher conveys an outline of the scope of the material and activities to be used, namely the quality of the population and the human development index 4. The teacher delivers learning activities (Model / Strategy / Approach / Method / Techning) that will be particular. 	
Core Activities Media literacy	Stimulation (Stimulus Provision	1.Participants observe images of population quality and table of Indonesia's human development index through images in PPT to be understood	5 minutes
Picture in PPT Strengt hening Charact er respon sibly and		Critical Thinking Students make observations of the image involve critical thinking power to find meaning of the image which will later be gi a comment or opinion.	e to the iven
honestl y conveyi ng questio ns and opinion	<i>F</i> oblem 5 atement (Problem Identification	2.Students are given the opportunity to ask questions regarding the images that have been presented by the teacher Example questions: What are the factors that affect the quality of the population ?	5 minutes
		4. The teacher gives an explanation of the quality of the population, factors affecting the quality of the population, the human development index	20 minutes
Character Stabilization Cooperation Detween riends to liscuss olving a problem	Collecting Data (Data Collecting)	1. The teacher divides several groups and then gives the task of discussing the problem of population quality and human development index to discuss and solve the problem. COLLECTING DATA Creative Thinking and Collaboratio Students and their groups discuss to complete the task of looking for factors that affect the quality of the population and the human development index	7 minutes

	Data Processing (Pengolahan Data/Informas i)	 The teacher randomly appoints a group to come forward Students and their groups will present what has been discussed Other students are given the opportunity to respond and comment on the student's presentation in front of 	26 minutes
	Verification (Proof of Proof	1. The teacher provides assessment and input on the explanations that have been submitted by the students	7 minutes
Cover		 The teacher completes the conclusions that have been submitted by the learners The teacher guides students to make a resume (CREATIVITY) about the important points that arise in the newly carried out learning activities Teachers give awards to groups that have good performance and cooperation The teacher submits the lesson plan at the next meeting and asks the learners to study it at home 	12 minutes

4.Fourth Meeting 2 JP

Competency Achievement Indicators

3.5.13. Explaining the meaning of Demographic Bonus

- 3.5.14. Analyzing the impact of Demographic Bonuses on Development
- 3.5.15. Identifying the notion of population explosion
- 3.5.16. Analyzing the impact of the Population Explosion

Steps	Syntactic	Learning Activities	Time
Introduct		 1.Prepare students psychically and physically: by reading prayers and questioning the news of students and providing motivation 2.The teacher conveys the competency objectives to be achieved, namely regarding the Demographic Bonus and population explosion and shows its benefits in daily life 3. Apperception: Students express their opinions in general regarding Demographic Bonuses and Population Explosions 	8 minutes
		Communication Exploring students' initial knowledge of Demographic Bonuses and Population Explosion 3.The teacher conveyed an outline of the	
		 scope of the material and activities to be used, namely demographic bonuses and population explosions 4. The teacher delivers learning activities (Model / Strategy / Approach / Method / Technique) that will be carried outn 	

	Core Activities Media literacy Graphic s in PPT Strengt hening Charact er respon	Stimulation (Stimulus Provision	1.Participants observe the graph of the total population of Indonesia spanning 2010- present in PPT to understand OBSERVE Critical Thinking Students make observations of images involve critical thinking to find the meaning the graph which will later be given comme or opinions.	5 minutes
	sibly and honestl y conveyi ng questio ns and opinion	bblem s atement (}roblem Identification	2.Students are given the opportunity to ask questions regarding the images that have been presented by the teacher Example questions: What is the impact of the population explosion?	5 minutes
			5. The teacher explained about the Demographic Bonus and population explosion and the impacts caused	20 minutes
		Collecting Data (Data Collecting)	1. The teacher divides several groups and then gives the task of discussing the issue of Demographic Bonus and Population explosion to discuss and solve the problem.	7 minutes
Charact Stabiliz Coopera betwee friends discuss solving	er ation n to		Creative Thinking and Collaboratio Students and their groups discuss to complete tasks regarding the problem of Demographic Bonus and Pendudk Explosion to analyze the solution	
problen	n	Pata Processing (Pengolahan Data/Informas i)	 The teacher randomly appoints a group to come forward Students and their groups will present what has been discussed Other students are given the opportunity to respond and comment on the student's presentation in front of 	26 minutes
	Cover	Verification (Proof of Proof	 1.The teacher provides assessment and input on the explanations that have been submitted by the students 1.The teacher completes the conclusions that have been submitted by the learners 2.The teacher guides students to make a 	7 minutes 12 minutes
			resume (CREATIVITY) about the important	

points that arise in the newly carried out	
learning activities	
3. Teachers give awards to groups that have	
good performance and cooperation	
4. The teacher submits the lesson plan at the	
next meeting and asks the learners to study it	
at home	

5.Fifth Meeting 2 JP

c and

Competency Achievement Index

3.5.17. Explaining the meaning of population data sources

3.5.18. Classifying sumber population data

Steps	Syntactic	Learning Activities	Time
Introducti		1. Preparing students psychically and	8 minutes
on		physically: by reading prayers and asking	
		what news students are ready to accept	
		learning activities and providing motivation	
		2. Teachers convey the competencies to be	
		achieved, namely regarding population data	
		sources and classify population data sources	
		and their benefits in daily life	
		3. Apperception: Students express their	
		opinions in general regarding population data	
		sources and classify data sources	
		Communication	
		Exploring students' initial	
		knowledge of population data	
		sources	
		4. The teacher conveys an outline of the scope	
		of the material and activities to be used	
		5. The teacher delivers learning activities	
		(Model / Strategy / Approach / Method /	
		rechnique) which will be carried outh	
Core	Stimulation	1.Students observe the Census table of the	5 minutes
Activities	(Stimulus	Indonesian population from the BPS that has	
Media	Provision	been providediwill go through the power	
literacy		point.	
Image of		OBSERVE	
populatio			
n census	\backslash	Critical Thinking	
table in		Students observe the population census to	ible
PPT		to involve critical thinking to find the mean	ning
Stugneth		of the Image which will later be given	n a
oning		comment or opinion.	
Characte			
r			
responsi	_ //	24	
bly and	l oblem	1.Students are given the opportunity to ask	5 min
honestly	Statement	questions regarding the images that have	ute
conveyin	(Problem	been presented by the teacher	
g	Identification	Example questions:	
auestion			

			What are the sources of population data ?	
			3. The teacher provides an explanation	20
			of the source of population data and the	minutes
		0 // ···	classification of the data source.	7
		Collecting	1 The teacher divides several	7 minutes
		Data	1. The teacher divides several	
		(Data	discussing the meaning of population	
		Collecting)	data sources and their classification	
			COLLECTING DATA	
Cha	ractor		Creative Thinking and Collaboratio	
Stak	ilization		Students and their groups discuss to	
Coo	peration		complete tasks regarding various	
bety	veen		sources of population data and how to	
frier	nds to		process them	
disc	uss			
solv	ing a	//		
prot	olem	Data	5 The teacher randomly points to the	26
		Dutu Drococcing	group to come forward	minutes
		Processing	6. Students and their groups will	minutes
		(Pengolanan Data/Informas	present the material discussed and	
			display the results of the population data	
		1)	calculation analysis with the appropriate	
			formula	
			7. Other students are given the	
			opportunity to respond and comment on	
			the student's presentation in front of	
		Verification	8. Comparing the results of information	7 minutes
		(Proof of Proof	processing that has been carried out by	
			earners in a random way.	
			input on the explanations that have been	
			submitted by the students	
	Cover		6 The teacher completes the	12
			conclusions that have been conveyed by	minutes
			the learners	
			7 The teacher guides students to make	
			a resume (CREATIVITY) about important	
			points that appear in the newly carried	
			out learning activities	
			8 Teachers give awards to groups that	
			nave good performance and	
			Q The teacher submits the lesson plan	
			at the next meeting and asks the	
			learners to study it at home	
	1	1		1

6.Sixth Meeting of 2 JP

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3.5.19. Identifying approaches in Population Data Analysis

3.5.20. Calculating the results of population data using the formula

Steps	Syntactic	Learning Activities	Time
Introduct		1. Preparing students psychically and	8 minutes
ion		physically: by reading prayers and asking	
		what news students are ready to accept	
		2 The teacher convoys the competencies to	
		2. The teacher conveys the competencies to be achieved namely regarding the approach	
		to population data analysis and calculation of	
		population data and its benefits in daily life.	
		3.Apperception: Students express their	
		opinions in general regarding the approach of	
		population data analysis and population data	
		calculation	
		Communication	
		Exploring students' initial	
		knowledge of population data	
		sources and how to process data	
		4.The teacher conveys an outline of the	
		scope of the material and activities to be used	
		5. The teacher delivers learning activities	
		Technique) which will be carried outn	
Core	Stimulation	1.Students observe the Census table of the	5 minutes
Activities	(Stimulus	Indonesian population from the BPS that has	
	Provision	been provided will go through the power	
		point.	
		ORSERVE	
		Critical Thinkina	
		Students observe the population census to	able
		to involve critical thinking to find the mean	ning
		of the image which will later be give	n a
		comment or opinion.	
	Drohlana	1 Students are sizes the encodermities to all	10
	Statement	1. Suburnity to ask questions regarding the images that have	10 N inute
	(Problem	been presented by the teacher	mate
	Identification	Example questions:	
	lacingication	How to calculate population data?	
		4. The teacher provides an explanation	20
		of the approach to population data	minutes
		analysis and how to calculate	
		33	
	Collecting		7 minutes
	Data	2. The teacher divided several	
	(Data	groups and then gave the task of	

Character Stabilization Cooperation between friends to discuss solving a		Collecting)	discussing the approach to analyzing population data sources and how to calculate the results of population data with formulas. COLLECTING DATA Creative Thinking and Collaboratio <i>Students and their groups discuss to</i> <i>complete</i> the task of analyzing population data sources and how to calculate them.	
,		/		
		Data Processing (Pengolahan Data/Informas i) Verification	 10. The teacher randomly points to the group to come forward 11. Students and their groups will present the material discussed and display the results of the population data calculation analysis with the appropriate formula 12. Other students are given the opportunity to respond and comment on the student's presentation in front of 13. Comparing the results of data 	26 minutes 7 minutes
		(Proof of Proof	calculations that have been carried out by learners in a random way. 14. The teacher provides assessment and input on the explanations that have been submitted by the students	
C	over		11The teacher completes the conclusions that have been conveyed by the learners 12The teacher guides students to make a resume (CREATIVITY) about important points that appear in the newly carried out learning activities 13Teachers give awards to groups that have good performance and cooperation 14The teacher submits the lesson plan at the next meeting and asks the learners to study it at home	12 minutes

I. Media, Tools and materials, learning resources

- 1. Learning Media
- Power point about population dynamics and projections
- Power points about population and labor mobility
- Power points about the quality of the population and its impact on development
- Power points about demographic bonuses and their impact on development
- Power point about population data sources
- Power point on population issues in Indonesia34
- Population density map of Indonesia
- Types of Population Pyramids
- Demographic bonus videos

- Indonesian employment videos
- Video about the mobility of the population
- News articles about residency
- 2. Tools and Materials
- LCD-Projector
- Laptop
- Whiteboard
- 3. Learning Resources
- Geography book class XI
- Sources from the internet of population data, news articles
- Youtube

J. Assessment, Remedial Learning and Enrichment

Regular Learning Assessment

 Assessment techniques Character: Non Test Knowledge: Writing Test Skills: Non test (product)

2. Assessment instruments Character : Observation sheet Knowledge: Blurb , Multiple choice Skills: Product picking test assessment rubric

Remedial Learning Assessment (knowledge only)

- 1. Technique : Written test
- 2. Instrument: Description

Enrichment Learning Assessment (knowledge only)

- 1. Technique: Writing Test
- 2. Instrument: Description

Note:

Remedial Learning and Enrichment

a. Remedial

Remedial learning is carried out classically if the scores of students below KKM are quite a lot, if there are only a few students who score below KKM, then learning is in the form of individual assistance.

b. Enrichment

Enrichment is given to students whose scores exceed KKM, in this case students are asked to carry out activities to solve questions on the basis of the material that has been studied. (Appendix 1a., 1b., and 1c)

Sidoarjo, 10 July 2019

Know Head of MAN Sidoarjo

Subject Teacher

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Biru Damar Cahyanti, S.Pd. Nim. 17040274001

d. Sample of Mid-term Test

GASAL MIDTERM EXAM 2019/2020

Subject:	DEVELOPMENT OF LEARNING TOOLS	
Credits	: 3 Credits	
Major	: S-1 Geography Education class of 2017 class A, B and C	
Lecturer	: Dr. Wiwik Sri Utami, M.P.	
	Dra. Ita Mardiani Zain, M.Kes	
Day/Date	: Wednesday, October 9, 2019	
Hours	: 09.00-10.40	

Instructions:

- Write the name and parent number of the student on the answer sheet provided!
- Put a signature on your answer sheet!
- Answer the following questions clearly and correctly!

Question:

Question number 1. (Max score 50)

For membangun generasi emas Indonesia, then perlu dipersiapkan peserta didik yang m emiliki keterampilan and competence Abad 21 seperti specialnya keterampiand berpikir krit is dan memecahkan masalah (*Critical Thinking and Problem Solving Skills*), keterampilan for bekerj asama (*Collaboration*), keablean to mencipta atau daya cipta (*Creativity*), dan kecapablean untuk berkomunikasi (*Commnication*).

- a. Describe 3 learning models that can accommodate learners to be able to have 21st century skills.
- b. Explain why the 3 learning models can accommodate learners with 21st century skills.

Question Number 2 (Max score 15)

Explain, why teachers should plan learning and develop learning tightening!

Question Number 3 (Max score 35)

Core Competencies of Geography Subjects

Understand, apply, and analyze factual, conceptual, procedural, and metacognitive knowledge based on his curiosity about science, technology, art, culture, and humanities with insights into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as apply procedural knowledge to a specific field of study according to his talents and interests to solve problems

Basic competencies

- 3.1 Understand the condition of the region and Indonesia's strategic position as the world's maritime axis.
- 4.1 Presenting examples of reasoning results about the strategic position of The Indonesian territory as the world's maritime axis in the form of maps, tables, and/ or graphs.

Based on the KI and KD above, Develop competency achievement indicators (GPA)

"Happy working on, may sukses"



MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION SURABAYA STATE UNIVERSITY FACULTY OF SOCIAL SCIENCES AND LAW S1 GEOGRAPHY EDUCATION STUDY PROGRAM

Ketintang CampusKetintang Street, Surabaya 60231Phone : +6231-8280009, Psw. 401Facsimile: +6231-8281466Page:geo.fish. unesa.ac.id

FINAL EXAM FOR THE 2010 GASAL SEMESTER 9/2020

Subject:	DEVELOPMENT OF LEARNING TOOLS
Credits	: 2 Credits
Major	: S-1 Geography Education class of 2017 class A, B and C
Lecturer	: Dr. Wiwik Sri Utami, M.P.
	Dra. Ita Mardiani Zain, M.Kes
Day/Date	: Senin, December 16, 2019
Hours	: 13.00 – 14.40

Instructions:

- Write the name and parent number of the student on the answer sheet provided!
- Put a signature on your answer sheet!
- Answer the following questions clearly and correctly!

Question:

ANSWER CONCISELY AND PRECISELY

Basic Competencies	Material	Information
 3.4 Analyzing the characteristics of developed and developing countries in the context of free markets 4.4 Create a paper on Indonesia's 	Characteristics and distribution of developed and developing countries in the world.	For 2017-A
interaction with developed and developing countries in a free market context equipped with maps, tables, graphs, and/or diagrams		
3.1 Analyzing the dynamics of planet Earth as a living space	• The impact of the Earth's rotation and revolution on life	For 2017-B
4.1 Presenting the characteristics of planet Earth as a living space by using maps, charts, images, tables, graphs, photos, and/or videos	on Earth.	
3.4. Analyzing national food security, the provision of industrial materials, and the potential for new and renewable energy in Indonesia	• The potential and distribution of agricultural, plantation, fishery, and livestock resources for national food security.	For 2017-C
4.4. Makea map of the distribution of national food security, industrial materials, as well as new and renewable energy in Indonesia.		

Based on the KD data in the table above, work on the questions below

- a. Develop learning indicators for the aforementioned material! (Weight 30)
- b. Select and Design learning activities that can activate students (choose one learning model recommended K13 National revision) equipped with LKPD which requires students to carry out activities that *are hight order thinking skills. (Weight 55)*
- c. Explain your reasons for choosing a learning model that fits your answer no b.

"Happy work, good luck"

e. Sample of of Student's Answer to Mid-term test

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS NEGERI SURABAYA <u>FAKULTAS ILMU SOSIAL DAN HUKUM</u> Kampus Ketintang, Jalan Ketintang, Surabaya 60231 Laman: <u>https://fish.unesa.ac.id</u> email: <u>fish@.unesa.ac.id</u>. NILAI : Pundialkan Geograf Jurusan / Prodi Biry Damer Catyani / 17040274001 Nama / NIM : 90 : PPP : Rabu, 9-10. 2019. Mata Kuliah Hari/ Tanggal Tanda Tangan : Jawaban Sval No 1. 1. 3 model pembelojaran zy mengetkomoder peterte dedel memeleki Keterampilan abad 21 autoa lain: A. Problem Mee learning model pembelajarantui menuntue siewa untuk mene-Cankan masulas "geosfer" dengan & awali dengan 45 muganalisis date date & informasi. Regiaten un men-inforatkan unter belirgasama dalam helompole. Date date yn felah berkem fril alian dianalisis dan & Basar ken proa we/gagasan kreatif yang menenter maha-siewa unneh beophier krips ban breakf. b. Project Porse learning model peurbelajasan mi mennenterd siswa unheh meuelesailen projeh yny déberken, basange pengele salan projeh Biahuhan Sla kelongrok (coleborer) mengunymillion Date / Dolumen penduling projek Dak fang ter kum pul sanderie og hal di memberkk kan penalaran a ber pilier Korte. pengelesaia propel propeli Stakukan melalui Ot/gagasan treatif sehingga setus Dengan young dehavap Kan. temua bath dan projeh akan & Kommi kalerkan trick seeve terbilis malyour difresentasi kan Inquiry juge model pembelajoran in mensheah sitwa altig dan pembelajaran. Sitwa beken ja dan C. Kelompole unhil melakukan penelitian tederham borhigun until menemickon & meane calitan Stupid the perter perichivan krichig dan bernalar triggi unhich memelies. helompoon signon alean "Growing with character" menghomimhas then there to be have tenuancy,

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS NEGERI SURABAYA FAKUITAS ILMU SOSIAL DAN HUKUM Kampus Ketintang, Jalan Ketintang, Surabaya 60231 Laman: https://fish.uneso.ac.id email : fish@.uneso.ac.id. Pundidelan Georgouf Brine Dames Catyani PPP NILAI Jurusan / Prodi Nama / NIM Mata Kuliah Hari/ Tanggal Atte Tanda Tangan pringe peran penting dalam pembelajaran erenehualian pembelajaran tingga melal Mula melalucha bure Dan mercuchualian peurbel ajavan teenden henpunger Gurce pelaporan hasil peulacan. Dengan penilelajava Servin alan pembelajara brian ye meraneding pembera kavaliterestil erson duehitikan to belajevan y terminat den kurikulum, Konten ma pelajavan telihiga guri yng puling tahu Kondisi nya mala guri lali y perle meteneana tan pembelajavan di kelagnija pendulung seok hycean Konten (materi Kelae nija 4. Indicatus Pencaparan Kompetenen 4.1.1. Alembrint petri za meningieblian Indonesia Sebrgai poros marihin denna Alentrat infografis tenting potensi & permagulal 4.1.2. Indonesia sebrgai poros marchin duna 30 Indrietra Sebrigai poros marin Meyelaskan misi 3.1.1 duina 3.1.2. Neuganalisis potencia Indonesia teorgai bors maritin denia 3.1.3 Margilastran Dungan Control sevmasalaha udo nesia telique fortes maritim derina Membruding ban tudo Carabbieth negava Monin 3.1.4 Deugan negaret marihim Cannya de deenis "Growing with character"

a. Sample of of Student's Answer to Final-term Test

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI PAUNIVERSITAS NEGERI SURABAYA FAKULTAS ILMU SOSIAL DAN HUKUM Kampus Keintang, Jaian Ketintang, Surabaya 60231 Laman: https://fish.uneso.oc.id email : fish@.uneso.oc.id. Jurusan / Prodi NILAI : Pudedelian logoup : Bin Druce Catybin / 1704027400, Nama / NIM Mata Kuliah : PPP 85 Hari/ Tanggal Series, 16-Desember 2019. - How Tanda Tangan Inwaban Soal No Q 4 3.4.1. henjelaskan barahtenske negava maju 3.4.2 Menzeleskan Karahtenetil udgers fedring berkemban 3.4.3. Membedahan Kordin Social Buthos negoon maju Dan negara berkembring 3.4.4 Minganalies Korider Sumber dauge manusa yong de & negera majer & berkemberg 4.4.1. Alenquerun makalah tenting interalisi antara hegar majn dan berkembang hwaban soal No B Model peubelajaran 1/4 resuai unher peubelagaran "negas maju dan negara bertembang adalah " Problem Base Carmin " Reouniekan Masalah " Rendahnya Keraletis DM dan Dampale Alu Kelidupan Masyaraliat & negara Sedang Berbeinbang " 2. Serva dilelomprakan schara hiberopen gender relai) Kelomboch - helom book alan berdistersi unteh menente Kan data - date, dokumen, your aperlection until meme-Cankan masalah yang Debelennys Indah Stenhulun Scown seera manderi Dendielenen Dalam helompol melahudan princeahan magalah, menchent Unril Caporan dan depresentientan helompol mempresentistan have karepanga Schap Kelom_ Jork reg lain member/lean apresizes Regarding delanjut kan og mes ang keun kesunpulan Seguai de "Growing with character" matulean your deperolet & Kelow pr taur

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI UNIVERSITAS NEGERI SURABAYA FAKUITAS ILMU SOSIAL DAN HUKUM Kampus Ketintang, Jalan Ketintang, Surabaya 60231 Laman: https://fish.uneso.ac.id email : fish@.uneso.ac.id. Jurusan / Prodi NILAI Nama / NIM Mata Kuliah Hari/ Tanggal : Tanda Tangan LKPD : Persebaran Negara Maju & Negara Berkembang Benne Negara Berkembang Negara Maju Asia Afrika Amerika Utura /mio/ka Selatan Eropa lease learning e. Alasan penilihan projek adalah - mengahtiften sienn dalam belegge - Stenn leht, mander dalam belager 5 - server lebis ferlibat alif dan belier ja sama Hun helompoh - Ada petorial teman sebrya dalam pembelaparan pele terharip maralah - membragakan siswa yg dos dalam bedidupan menupalian pembely way young menantit srows unpile bernalar, berpilier hugkat huggi "Growing with character"