



Universitas Negeri Surabaya
Faculty of Mathematics and Natural Sciences
Bachelor of Science Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																
EIA	8420102004		T=2 P=0 ECTS=3.18	8	July 18, 2024																																																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																	
	Prof. Dr. Erman, M.Pd.																																																																	
Learning model	Case Studies																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																				
	Program Objectives (PO)																																																																				
	PLO-PO Matrix																																																																				
		P.O																																																																			
Short Course Description	This course presents material regarding environmental impact analysis (AMDAL), both studying documentation or regulations and legislation regarding AMDAL, as well as designing a project that is linked to possible impacts on the environment based on reviewing AMDAL regulations and legislation.																																																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="16" style="text-align: center;">PO Matrix at the end of each learning stage (Sub-PO)</td> </tr> <tr> <td style="width: 5%;"></td> <td colspan="15" style="text-align: center; border-bottom: 1px solid black;">P.O</td> </tr> <tr> <td></td> <td colspan="15" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> </table>					PO Matrix at the end of each learning stage (Sub-PO)																	P.O																Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Supporters:																																																																					
Supporting lecturer	Prof. Dr. Suyono, M.Pd. Ahmad Qosyim, S.Si., M.Pd. Laily Rosdiana, S.Pd., M.Pd.																																																																				
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																																														
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																														

1	<p>Mastering theoretical concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as designing a project in depth and formulating it in procedural problem solving. Making decisions based on analysis of information and data and providing guidance in choosing alternatives solution. Responsible for informing the results of information and data analysis both verbally and in writing.</p>	<p>1.Explain the materials and sources of air pollution 2.Explain the materials and sources of water pollution 3.explain the materials and sources of soil pollution</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme</p>	<p>Student-centered learning approach (student-centered learning) · Deductive learning method Learning strategy in the form of literature searches, discussions, work on LKM, and evaluation of learning outcomes 2 X 50</p>			0%
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2	<p>Mastering theoretical concepts in the field of environmental impact analysis (AMDAL), both studying documentation or rules and regulations regarding AMDAL, as well as designing a project in depth and formulating it in procedural problem solving. Making decisions based on analysis of information and data and providing guidance in choosing alternatives solution. Responsible for informing the results of information and data analysis both verbally and in writing.</p>	<p>1.Explain the materials and sources of air pollution 2.Explain the materials and sources of water pollution 3.explain the materials and sources of soil pollution</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme</p>	<p>Student-centered learning approach (student-centered learning) · Deductive learning method Learning strategy in the form of literature searches, discussions, work on LKM, and evaluation of learning outcomes 2 X 50</p>			0%
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8	<p>UTS (Mid Semester Exam)</p>	<p>1.Explain the materials and sources of air pollution 2.Explain the materials and sources of water pollution 3.explain the materials and sources of soil pollution 4.Explain the impact of environmental pollution on the development of living things</p>	<p>Criteria: Each score is number 2</p>	<p>individual work 2 X 50</p>			0%

9	<p>Utilizing science and technology in the field of environmental impact analysis (AMDAL), both reviewing documentation or rules and regulations regarding AMDAL, as well as designing a project and being able to adapt to the situation faced in solving problems. Making decisions based on analysis of information and data and providing guidance in choosing alternatives. solution. Responsible for informing the results of information and data analysis both verbally and in writing.</p>	<p>1.analyze air pollution materials 2.analyze air pollution materials 3.analyze air pollution materials</p>	<p>Criteria: 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme</p>	<p>Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50</p>			0%
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11	<p>Utilizing science and technology in the field of environmental impact analysis (AMDAL), both reviewing documentation or rules and regulations regarding AMDAL, as well as designing a project and being able to adapt to the situation faced in solving problems. Making decisions based on analysis of information and data and providing guidance in choosing alternatives. solution. Responsible for informing the results of information and data analysis both verbally and in writing.</p>	<ol style="list-style-type: none"> 1.analyze air pollution materials 2.analyze air pollution materials 3.analyze air pollution materials 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme 	<p>Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions and evaluation of learning outcomes. 2 X 50</p>		0%
12	<p>Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.</p>	<ol style="list-style-type: none"> 1.explains how to deal with environmental pollution 2.present environmental impact analysis from the results of the latest journal studies and communicate 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 	<p>Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50</p>		0%

8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made

9.1

10.Study materials do not match the theme

11.Score

12.Rubric

13.4

14.The presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was correct, formulating suggestions for improvement

15.3

16.The presentation was carried out coherently with intonation and but did not emphasize the important aspects of the research, with the help of ppt media according to media criteria, the answers from the questioner were generally correct, formulating suggestions for improvement

17.2

18.The presentation was carried out, was not coherent and/or did not emphasize important aspects of the research, was assisted by ppt media but did not meet the media criteria, the answers from the questioner were generally incorrect, formulated suggestions for improvement

19.1

20.The presentation was carried out, but was not coherent and/or did not emphasize important

			aspects of the research, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement			
13	Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.	<ol style="list-style-type: none"> 1.explains how to deal with environmental pollution 2.present environmental impact analysis from the results of the latest journal studies and communicate 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 2.Rubric 3.4 4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 5.3 6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared 7.2 8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made 9.1 10.Study materials do not match the theme 11.Score 12.Rubric 13.4 14.The presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was correct, formulating suggestions for improvement 15.3 16.The presentation was carried out coherently with intonation and 	Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes. 2 X 50		0%

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14	<p>Make decisions based on analysis of information and data and provide guidance in choosing alternative solutions. Responsible for informing the results of information and data analysis both orally and in writing.</p>	<p>1.explains how to deal with environmental pollution</p> <p>2.present environmental impact analysis from the results of the latest journal studies and communicate</p>	<p>Criteria:</p> <p>1.Score</p> <p>2.Rubric</p> <p>3.4</p> <p>4.The study material is written according to the theme, the literature searched is updated, the paper is arranged neatly and structured, the ppt is made short and clear according to the paper prepared</p> <p>5.3</p> <p>6.The study material is written according to the theme, the literature searched is less updated, the paper is arranged neatly and structured, the ppt is made short and clear</p>	<p>Student-centered learning approach (student-centered learning) Deductive learning method Learning strategy in the form of literature searches, discussions, working on LKM, and evaluating learning outcomes.</p> <p>2 X 50</p>		0%

according to the paper prepared

7.2

8.The study materials are written according to the theme, the literature searched is not updated enough, the papers are not arranged neatly and structured, too many ppts are made

9.1

10.Study materials do not match the theme

11.Score

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13.4

14.The presentation was carried out coherently with appropriate intonation and emphasis, assisted by ppt media according to media criteria, the answer from the questioner was correct, formulating suggestions for improvement

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16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and

unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.