

Short Course Description	The Transformative Geography Education course provides students with an understanding that education is humanization and life itself. Transformative Geography Education is education that does not separate theory and critical practice of life, there is no disparity between the two so that education is meaningful for humanity and life in a spatial context. Learning for Transformative Geography Education courses begins with tracing the historicity of the growth and development of transformative pedagogy to the critical praxis of transformative pedagogical ideology in the Indonesian national curriculum. The scope of the course begins with the history of transformative pedagogical thought, supporting educational philosophy, relevant learning theories, and transformative pedagogical praxis in the Geography curriculum in Senior High Schools (SMA).						
References	Main :	<ol style="list-style-type: none"> 1. Fisher, Alec, 2014, <i>Berpikir Kritis</i>, Jakarta: Penerbit Erlangga Freire, Paulo, 2008, <i>Pendidikan Kaum Tertindas</i>, Jakarta: LP3ES Hardika, 2013, <i>Pembelajaran Transformatif Berbasis Learning How To Learn Teori, Model, dan Implementasinya dalam pembelajaran</i>, Malang: UMM Press Rahardjo, 2010, <i>Pendidikan Populer, Membangun Kesadaran Kritis</i>, Yogyakarta: Insist Freire, Paulo, 2008, <i>Pendidikan Kaum Tertindas</i>, Jakarta: LP3 ES Hardika, 2013, <i>Pembelajaran Transformatif Berbasis Learning How To Learn</i>, Malang: UMM Press 					
	Supporters:						
		1. Hardika, 2020, <i>Pembelajaran Transformatif : Model Pembelajaran yang Memberdayakan</i> , Malang: UMM Press					
Supporting lecturer	Dr. Sukma Perdana Prasetya, S.Pd., M.T.						
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	Analyzing transformative pedagogical ideologies	Analyzing the significance of Cartesian thinking towards the transformative pedagogical paradigm	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 x50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations		7%
2	Analyzing transformative pedagogical ideologies	Analyzing the significance of Heidegger's thinking towards the transformative pedagogical paradigm	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations		7%
3		Analyzing the significance of Eric Fromm's thoughts on the transformative pedagogical paradigm	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations		7%
4	Analyzing the philosophy of transformative pedagogical education	<ol style="list-style-type: none"> 1. Analyzing the significance of essentialism educational philosophy towards the transformative pedagogical paradigm 2. Analyzing the significance of the perennialist educational philosophy towards the transformative pedagogical paradigm 	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Responsive Cooperative Learning Problem-based learning review of 2 x50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	Material: Paulo Freire's thoughts on liberating education Reference: Freire, Paulo, 2008, <i>Education of the Oppressed</i> , Jakarta: LP3 ES	7%

5	Analyzing the philosophy of transformative pedagogical education	Analyzing the significance of progressivism educational philosophy towards the transformative pedagogical paradigm	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling bibliographic annotations 1 x60	<p>Material: Philosophy of progressivism and reconstructionism</p> <p>Reference: <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i></p>	7%
6	Analyzing transformative pedagogical cognitive learning theory	<ol style="list-style-type: none"> 1. Analyzing the significance of Piaget's constructivist learning theory towards transformative pedagogy 2. Analyzing the significance of Vygotsky's constructivist learning theory for transformative pedagogy 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling bibliographic annotations 1 x60	<p>Material: Piaget and Vygotsky Thoughts</p> <p>Library: <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i></p>	7%
7	Analyzing transformative pedagogical cognitive learning theory	<ol style="list-style-type: none"> 1. Analyzing the significance of Jerome Bruner's concept discovery theory for transformative pedagogy 2. Analyzing the significance of David Ausubel's theory of meaningful learning towards transformative pedagogy 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling bibliographic annotations 1 x60	<p>Material: Ausubel and Bruner's Thoughts</p> <p>Reader: <i>Hardika, 2020, Transformative Learning: Empowering Learning Model, Malang: UMM Press</i></p>	7%
8	With the mid-semester exam or UTS, students are able to critically reflect on the theoretical aspects of the transformative education paradigm		<p>Criteria:</p> <ol style="list-style-type: none"> 1. Knowledge 45% Skills 45% Attitude 10% 2. Benchmark assessment criteria <p>Form of Assessment : Test</p>	WRITTEN TEST 2 x 50	WRITTEN TEST 2 x 50	<p>Material: Knowledge competency</p> <p>Library:</p>	1%
9	Analyzing transformative learning approaches	<ol style="list-style-type: none"> 1. Students are able to develop social studies learning based on a cognitive rational approach 2. Students are able to develop social studies learning based on an emancipatory approach 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Benchmark assessment reference criteria 2. Knowledge 45% Skills 45% Attitude 10% <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p>Material: Rational and emancipatory cognitive approach</p> <p>Reference: <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i></p>	7%

10	Analyzing transformative learning approaches	<p>1. Students are able to develop social studies learning based on a cognitive rational approach</p> <p>2. Students are able to develop social studies learning based on an emancipatory approach</p>	<p>Criteria:</p> <p>1. Benchmark assessment reference criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p>Material: Rational and emancipatory cognitive approach</p> <p>Reference: <i>Hardika, 2013, Transformative Learning Based on Learning How To Learn, Malang: UMM Press</i></p>	7%
11		<p>1. Analyzing the principles of self-determined learning against the transformative pedagogical paradigm</p> <p>2. Analyzing the principles of self-regulated learning against the transformative pedagogical paradigm</p>	<p>Criteria:</p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p>Material: Heutagogical approach</p> <p>Bibliography: <i>Hardika, 2020, Transformative Learning: Empowering Learning Model, Malang: UMM Press</i></p>	7%
12		<p>1. Analyzing the principles of self-determined learning against the transformative pedagogical paradigm</p> <p>2. Analyzing the principles of self-regulated learning against the transformative pedagogical paradigm</p>	<p>Criteria:</p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Responsive Cooperative Learning Problem-based learning review of 2 x 50 journal articles	Independent learning assignment compiling 1 x 60 bibliography annotations	<p>Material: Heutagogical approach</p> <p>Bibliography: <i>Hardika, 2020, Transformative Learning: Empowering Learning Model, Malang: UMM Press</i></p>	7%
13	Solving the problem of implementing transformative pedagogy in Geography learning in high school	<p>1. Students are able to solve ontological problems in Geography learning through a transformative pedagogical approach</p> <p>2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach</p>	<p>Criteria:</p> <p>1. Benchmark assessment criteria</p> <p>2. Knowledge 45% Skills 45% Attitude 10%</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning assignments carry out small research (small research) 2 x 50	Independent learning assignment to carry out small research (small research) 1 x 60	<p>Material: Problems of learning Geography in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations)</p> <p>Reference:</p>	7%

14	Solving the problem of implementing transformative pedagogy in Geography learning in high school	1. Students are able to solve ontological problems in Geography learning through a transformative pedagogical approach 2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Project-based learning assignments carry out small research (small research) 2 x 50	Independent learning assignment to carry out small research (small research) 1 x 60	Material: Problems of learning Geography in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations\ Reference:	7%
15	Solving the problem of implementing transformative pedagogy in Geography learning in high school	1. Students are able to solve ontological problems in Geography learning through a transformative pedagogical approach 2. Students are able to solve problems in the epistemology of social studies learning through a transformative pedagogical approach	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment	Project-based learning assignments carry out small research (small research) 2 x 50	Independent learning assignment to carry out small research (small research) 1 x 60	Material: Problems of learning Geography in the 2013 Curriculum and the Independent Curriculum based on transformative psychopedagogical foundations\ Reference:	7%
16	With UAS, students are able to carry out critical practice in solving problems and making decisions regarding the implementation of transformative learning in secondary and higher education.	Mastering practical aspects	Criteria: 1. Benchmark assessment criteria 2. Knowledge 45% Skills 45% Attitude 10% Form of Assessment : Project Results Assessment / Product Assessment, Test	Written test 2 x 50	Written test 2 x 50	Material: Knowledge competency Library:	1%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	98.5%
2.	Test	1.5%
		100%

Notes

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

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.