



CURRICULUM

**GEOGRAPHY EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS SEBELAS MARET
2025**



**CURRICULUM DOCUMENTS
GEOGRAPHY STUDY PROGRAM
BACHELOR DEGRE**



**UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND
EDUCATION
SURAKARTA 2025**

CURRICULUM DOCUMENT 2025

GEOGRAPHY EDUCATION S1 STUDY PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION UNIVERSITAS SEBELAS MARET

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FOREWORD

Curriculum preparation is an important element in designing learning in every educational institution, including the Bachelor of Geography Education Program at the Faculty of Teacher Training and Education, Sebelas Maret University. In the process of developing an adaptive curriculum, it is necessary to apply principles that are open, flexible, and able to respond to the dynamics of the times.

The preparation of the Curriculum for the Geography Education S1 Study Program, Faculty of Teacher Training and Education, Sebelas Maret University in 2025 is part of a continuous effort to ensure the quality and relevance of higher education, especially in producing competent graduates in the field of geography education. This curriculum is prepared based on applicable policies and adjusted to the vision, mission, and goals of the Geography Education S1 Study Program, Faculty of Teacher Training and Education, Sebelas Maret University.

The curriculum development process involves various parties, including lecturers, students, alumni, graduate users, and experts in geography and education. The result is a curriculum that not only reflects academic needs, but is also relevant to developments in the world of work and global challenges, including strategic issues such as environmental sustainability, digital transformation, and region-based development. For that, we would like to thank the:

1. The Head of the Institute for Education Development and Quality Assurance of Sebelas Maret University, Prof. Dr. Sarwanto, M.Pd.
2. The Head of the Faculty of Teacher Training and Education, Sebelas Maret University, Dr. Imam Sudjadi, M, Si who has facilitated and motivated so that this Curriculum Workshop could be completed.
3. The faculty council of the Geography Education Study Program who has played an active role in the implementation and preparation of the Curriculum
4. All representatives of Alumni, Stakeholders and Students of the Geography Education Study Program
5. Other parties who did not have time to be mentioned one by one

We realize that this curriculum is still open to further development and refinement, in line with the dynamics of science and the needs of society. Therefore, we are open to receiving constructive input from various parties for the continuous improvement of the quality of the curriculum.

Hopefully this curriculum can be the main guide in the implementation of education, research, and community service in the S1 Geography Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University, and bring wide benefits to the development of knowledge in the field of geography.

Head of Study Program

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PART I
IDENTITY OF STUDY PROGRAM

Study Program Specifications

1	College	Sebelas March University
2	Faculty	Teacher Training and Education
3	Study Programs	Geography Education
4	Education Level	Bachelor (S1)
5	Strata / Level ...	Strata 1/ Level 6
6	Degree/Designation of Graduate	Master of Education (S.Pd)
7	National Accreditation Status For example: BAN-PT, LAM	LAMDIK
8	Accreditation Rankings and Decrees	Superior based on the Lamdik Decree Number 648/SK/LAMDIK/Ak/S/VI/2024
9	International Accreditation	-
10	Accreditation Rankings and Decrees	-
11	Study period and total learning load (credits)	8 semesters 148 credits
12	Date the study program specification is ratified/revised	
13	Proposal Status***) a. New b. Redesign	Redesign

*) *The identity of the study program must be filled in completely*

PART II

CURRICULUM EVALUATION AND TRACER STUDY

Evaluation helps identify weaknesses in the curriculum and correct them so that the material taught remains relevant to the development of science and technology. The evaluation process helps to adapt teaching methods to different learning styles of students, improving the quality of education and also ensuring the curriculum is in line with national and global standards.

2.1. Curriculum Evaluation, *Tracer Study* and User Survey

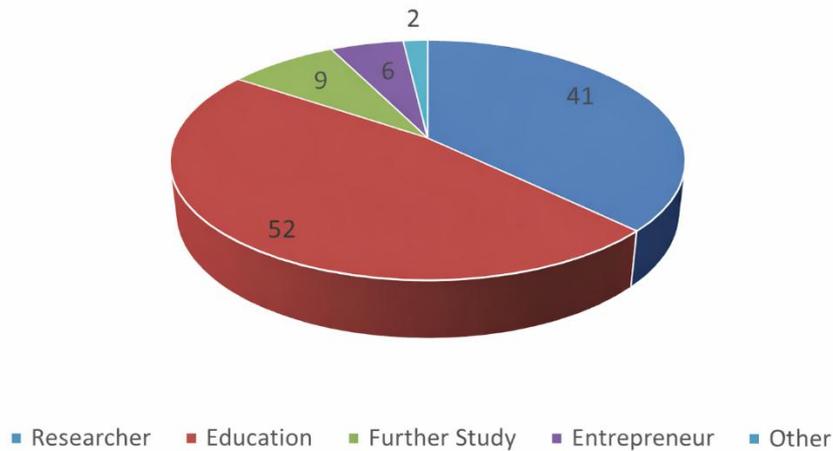
A. Results of Curriculum Implementation Evaluation

The 2020 Curriculum of the Geography Education Study Program needs to be updated to keep up with scientific, technological, policy and community developments. Based on the evaluation carried out by the Quality Control Group (as one of the components of the Study Program in charge of monitoring the implementation of the learning process) there are several things that need to be improved so that the learning process runs optimally, namely:

1. The profile of the "Entrepreneurial" Graduate is not optimal from the support of courses (teaching materials)
2. The distribution of Courses for each Study Material is unbalanced in the Odd and Even semesters
3. It is necessary to update skills related to the Industry 4.0 era, towards a society 5.0 and 21st century skills
4. Juridical dynamics in the field of education

B. Results of Alumni and User Survey Results

Percentage Distribution of Alumni Employment
from 2021 to 2023



The distribution of alumni shows the various career paths taken. A total of 41 alumni are active as researchers, while 52 people are educators. A total of 9 alumni continued their studies, 6 chose the entrepreneurial path, and 2 others had careers in other fields, reflecting the diversity of their contributions in various sectors and still relevant to the profile of study program graduates.

The input of Alumni and Stakeholders submitted in the Forum Discussion Group on December 23, 2024 (attended by 14 participants from elements of the government/Education, Higher Education, Educators, Entrepreneurs and Private Sector) are:

1. Scientific Vision is more specific (e.g. Disaster focus on Disaster Management, object of activity focus on environmental conservation)
2. The vision has a common thread with the Faculty and Univ (noble cultural values)
3. It is necessary to add a characterization course

Changes made:

- Curriculum changes are a strategic step in improving the quality of education, which includes adjusting scientific vision, graduate learning outcomes, and course distribution.
- **The scientific vision** in the updated curriculum reflects the development of science, technology, and the needs of the world of work and society so that it is expected to

produce graduates who are adaptive, innovative, and globally competitive. **Graduate learning outcomes** are designed to be more holistic, covering cognitive, affective, and psychomotor aspects, so that students not only master theory, but also have professional skills and attitudes.

- **The course distribution** has also undergone adjustments to provide a balance between theory and practice. Core and elective courses are structured more flexibly to support the development of student competencies in accordance with industry interests and demands.
- Curriculum changes are expected to be more responsive to global dynamics and improve the quality of education in a sustainable manner.

C. Re-orientation of the curriculum in the Industrial Revolution 4.0, Society 5.0 and the Independent Learning Policy - Independent Campus

In the era of the Industrial Revolution 4.0 and Society 5.0, the world of education faces a major challenge in adapting the curriculum to be in line with the needs of the times. The Industrial Revolution 4.0 is characterized by the rapid development of digital technology, artificial intelligence, the Internet of Things (IoT), big data, and automation that are changing the landscape of the world of work. Meanwhile, the concept of Society 5.0 emphasizes a balance between technological developments and social needs, where technology is used to improve the quality of human life. In line with these developments, the Indonesian government through the Merdeka Learning - Merdeka Campus (MBKM) policy seeks to reform the education system to be more flexible, adaptive, and oriented to the needs of the world of work.

Re-orientation of the curriculum in the face of the Industrial Revolution 4.0 and Society 5.0 requires a change in the educational paradigm. The curriculum no longer focuses only on theoretical aspects, but must be more applicative, project-based, and provide hands-on experience to students. Education that previously tended to be *teacher-centered learning* has now shifted to *experiential learning* and *self-directed learning*. With MBKM, students are given the freedom to study outside their study program, either through internships, research projects, entrepreneurship, or student exchanges, so that they can improve their competence in facing the dynamic world of work.

One of the important aspects of curriculum re-orientation is the integration of technology in the learning process. Colleges and schools must leverage *Learning*

Management Systems (LMS), online platforms, and hybrid learning methods to provide a more flexible learning experience. In addition, strengthening digital literacy, data science, and artificial intelligence is very crucial so that graduates have global competitiveness.

In addition to the technological aspect, the curriculum must also instill 21st century skills, which include *critical thinking, creativity, collaboration, and communication* (4C). These skills are becoming very important in an increasingly complex and innovation-demanding world of work. Therefore, the *project-based learning* approach and *problem-based learning* as well as case study learning (*Case Method*) must be further strengthened in the curriculum.

Furthermore, in the context of Society 5.0, education must be not only oriented to the mastery of technology, but also to the humanitarian and sustainability aspects. Thus, character education, digital ethics, and social and environmental awareness must be an integral part of the curriculum. This is in line with MBKM's goal of producing graduates who are not only academically competent, but also have social concern and are able to make a real contribution to society.

Overall, the re-orientation of the curriculum in the face of the Industrial Revolution 4.0 and Society 5.0 must be based on flexibility, technological integration, and strengthening soft skills and character. By implementing the MBKM policy, it is hoped that graduates can be better prepared to face global challenges, have high competitiveness, and be able to contribute to sustainable nation development. This education reform is a strategic step in creating a learning ecosystem that is adaptive, innovative, and relevant to the needs of the times.

D. Outcome Based Education (OBE) Paradigm

The **Outcome-Based Curriculum (OBC)** is an approach in education that emphasizes the learning outcomes that must be achieved by students. In OBC, learning objectives are designed based on the competencies expected from graduates, both in terms of knowledge, skills, and attitudes. This approach ensures that graduates have the skills that are in line with the demands of the industry and the needs of society. The Study Program determines specific learning outcomes, develops relevant learning strategies, and applies competency-based assessments to measure the achievement of learning outcomes. The methods used are **problem-based learning, project-based learning, and case methods** to ensure that students get real and applicable experiences.

Outcome-Based Learning (OBL) is an educational approach that is oriented towards the final results that must be achieved by students. This model emphasizes the mastery of competencies, both in cognitive, affective, and psychomotor aspects, which are relevant to the needs of the world of work and the development of science. In OBL, each learning process is designed to ensure that students achieve the learning outcomes that have been set, such as critical thinking skills, problem-solving, and professional skills. Evaluation in OBL is carried out on an ongoing basis to measure the extent to which students master the material and are able to apply it in real situations. In addition, this approach encourages lecturers to use innovative teaching methods, such as problem-based projects, case studies, and group work. With the implementation of OBL, it is hoped that graduates will not only have theoretical understanding, but also practical skills that are ready to be used in the professional world.

Outcome-Based Assessment (OBA) is an evaluation method that assesses the extent to which students achieve the learning outcomes that have been set. In contrast to traditional assessments that focus on final grades, OBA focuses on the achievement of competencies, both in terms of knowledge, skills, and attitudes. This assessment is carried out systematically and continuously through various methods, such as performance-based exams, projects, portfolios, and direct observation. With this approach, students are not only tested based on memorization, but also their ability to apply knowledge in a real context. In addition, OBA encourages lecturers to provide constructive feedback so that students can continue to improve their abilities. This method ensures that graduates have competencies that are in accordance with the needs of industry and society. Thus, achievement-based assessments play an important role in creating a more relevant, transparent, and quality-oriented education system.

E. Change Follow-up Plan and Implementation

Table 1.1. Changing Aspects of the Old Curriculum to the New Curriculum

No.	Old Curriculum	New Curriculum
1	Formulation of Scientific Vision <ul style="list-style-type: none"> • less specific (disasters are still in general) and • It has not been seen to be related to the vision of the institution (it has not been 	<ul style="list-style-type: none"> • Disasters become disaster management • The noble value of national culture is a characteristic of the institution

No.	Old Curriculum	New Curriculum
	seen to be related to the vision of the institution)	
2	Formulation of Graduate Learning Outcomes has not been integrated (attitudes, knowledge and skills have not been interacted)	Formulation of Graduate Learning Outcomes is interconnected between Attitudes, Knowledge and Skills
3	The Study Material has not adequately accommodated the teaching material	The study material accommodates all aspects of the teaching material
4	The distribution of courses has not been balanced in each semester	Course distribution is more balanced

PART III
FOUNDATION OF CURRICULUM DESIGN, FORMULATION OF
SCIENTIFIC VISION, GOALS, STRATEGIES AND *UNIVERSITY*
VALUE

3.1. Foundations of Curriculum Design and Development

A. Philosophical Foundations

Education is not only concerned with practical experience but also with broader and more complex aspects, which go beyond empirical facts. Therefore, philosophy is the basis for understanding the essence of life and improving the quality of individuals and society (Zais, 1976). Some of the influential philosophical schools in education include idealism, realism, pragmatism, humanism, behaviorism, and constructivism. The campus as an educational institution aims to instill a democratic attitude by selectively utilizing student experiences. Education should encourage students to screen and manage experiences that are beneficial to their future.

Progressivism and Participatory Education – Progressivism emphasizes that students, as intelligent beings, must be nurtured to develop their intelligence. Education has psychological and sociological aspects, where lecturers play a role in guiding and directing students' potential to benefit society. Education is a social process, and the campus serves as a social institution that facilitates the development of individuals in the context of shared life. The participatory education model requires students to play an active role in the learning process, not just follow the instructions of lecturers without critical understanding. In this system, lecturers play the role of facilitators, while students develop their emotional intelligence, skills, and creativity. Participatory education is based on the values of democracy, pluralism, and academic freedom, allowing students to discuss, express, and solve problems independently.

Philosophy of Education in Curriculum Development -

1. **Essentialism** emphasizes discipline, hard work, and the importance of the role of educators in directing the assimilation of educational materials. Traditional methods are still needed to improve general welfare.

2. **Progressivism** emphasizes education as a dynamic process that follows the times. The purpose of education must be sourced from the reality of life, be flexible, and reflect freedom in learning activities.
3. **Perennialism** assumes that the world is full of uncertainty and therefore requires fundamental values from the past. Education aims to form rational human beings and improve themselves as individuals.
4. **Reconstructionism** sought to overhaul the old system and build a more modern culture. Freedom in a democracy does not mean acting as you please, but choosing responsibly to produce critical and rational thinking.

The philosophy of education is inseparable from the development of the curriculum, which continues to undergo reconstruction to be in harmony with the progress of science and technology. The curriculum must be able to answer social challenges and help students think critically in facing the changing times.

B. Sociological Basis

The sociological foundation plays a role in designing the curriculum as an educational instrument that includes objectives, materials, learning activities, and a conducive learning environment. The curriculum should allow learners to gain experiences that are relevant to their personal and social development (Ornstein & Hunkins, 2014, p. 128). In addition, the curriculum serves as a means of cultural inheritance from one generation to the next, where culture is understood as part of the collective knowledge of a group (Ross, 1963: 85).

In the context of education, the curriculum must help students get out of the limitations of their own cultural perspective (capsulation) which can cause bias and unawareness of their own cultural shortcomings. If these limitations are not addressed, individuals tend to be reluctant to understand other cultures, thus potentially inhibiting wider social interaction (Zais, 1976: 219).

Independent Learning-Independent Campus and Educational Transformation -
The Independent Learning-Independent Campus Program (MB-KM) provides freedom and autonomy to higher education institutions by reducing bureaucratization that hinders the academic process. Lecturers are exempt from complex administrative procedures, while students are given the flexibility to choose their fields of study according to their interests and aspirations. The Merdeka Campus aims to create an innovative, flexible, and non-restrictive learning environment for students.

The advancement of science and technology (science and technology) has led to significant changes in the world of work, including the loss of some types of jobs and the emergence of new professions. Therefore, higher education needs to transform in order to be able to produce graduates who are adaptive and responsive to the changing times and societal demands.

Education in the Industrial Era 4.0 - In the Industrial 4.0 era, education aims to achieve social efficiency, namely equipping individuals with the ability to actively participate in activities that support common welfare. The democratic system is the right place for individuals who have social efficiency, with the principles of freedom, respect for common interests, and social control mechanisms.

In the context of educational democracy, students must have the freedom to express their opinions and play an active role in the learning process, not just passively receiving material from lecturers. Lecturers also need to create an academic atmosphere that encourages students' curiosity and enthusiasm for learning.

Education is part of a social process that contains various societal values. Therefore, in designing education policies, it is necessary to pay attention to the main social ideals that are able to form an education system that is inclusive, adaptive, and in harmony with the development of society.

C. Psychological Foundations

The psychological foundation plays a role in the development of the curriculum so that it can continue to encourage curiosity and motivation to learn throughout life. The curriculum must facilitate students in understanding their role in the environment, thinking critically, and reasoning at a high level. In addition, the curriculum must optimize the potential of students to develop into independent, responsible, confident, moral, tolerant, and collaborative individuals. Thus, students can become educated people who contribute to realizing the nation's ideals as stated in the Preamble to the 1945 Constitution

D. Historical Foundation

The historical foundation in the preparation of the curriculum is rooted in the development of education from time to time, which reflects the changing needs of society, science, and the demands of the times. The curriculum continues to evolve along with social, cultural, and economic dynamics, adopting a variety of educational approaches that have proven effective. Historical experience shows that education must be able to

form individuals who are not only knowledgeable, but also have character, skills, and readiness to face global challenges. Therefore, the curriculum is prepared by considering the legacy of previous education, improving existing weaknesses, and accommodating innovations in order to create graduates who are relevant to the development of the times and the needs of the nation.

E. Technocratic Foundations

Curriculum changes in a technocratic perspective are based on the need for efficiency, effectiveness, and adaptation to the development of science and technology. This approach emphasizes that the curriculum must be designed systematically and data-driven, taking into account research results, national policies, and labor market demands.

In the technocratic paradigm, curriculum changes are carried out through need assessment based on competencies needed by industry and global developments. The government and educational institutions play the role of the main designers, ensuring that the resulting curriculum is relevant to technological developments, international standards, and economic dynamics.

In addition, this perspective emphasizes the importance of evaluation based on performance indicators, such as the results of national assessments and the competitiveness of graduates in the world of work. Thus, the curriculum is not only an educational instrument, but also a strategic tool in improving the quality of human resources.

F. Juridical Basis (MOHE, 2024)

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System,
2. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers,
3. Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education,
4. Government Regulation of the Republic of Indonesia Number 4 of 2014 concerning the Implementation of Higher Education and the Management of Higher Education
5. Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards,
6. Presidential Regulation of the Republic of Indonesia Number 8 of 2012, concerning

- the Indonesian National Qualification Framework,
7. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 73 of 2013, concerning the Implementation of KKNi in the Field of Higher Education,
 8. Regulation of the Minister of Education, Culture, Research, and Technology Number 41 of 2021 concerning Recognition of Past Learning
 9. Regulation of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 53 of 2023 concerning Quality Assurance of Higher Education
 10. Decree of the Minister of Education, Culture, Research and Technology Number 91/E/KPT/2024 concerning Technical Guidelines for the Recognition of Past Learning in Universities That Provide Academic Education
 11. Academic Senate Regulation Number 18 of 2021 concerning the Preparation, Determination, Implementation, and Evaluation of Study Program Curriculum
 12. Academic Senate Regulation Number 19 of 2021 Implementation of Independent Learning Independent Campus
 13. Academic Senate Regulation Number 5 of 2022 concerning the Implementation of Medical Education for Academic Programs
 14. Academic Senate Regulation Number 6 of 2022 on the Management and Implementation of Medical Education for Professional Programs
 15. Academic Senate Regulation Number 1 of 2023 Recognition of Past Learning (RPL)
 16. Regulation of the Rector of Sebelas Maret University Number 21 of 2024 concerning the Implementation and Management of Undergraduate Programs
 17. Regulation of the Rector of Sebelas Maret University Number 22 of 2024 concerning the Management and Implementation of Education for Master's and Doctoral Programs at Sebelas Maret University
 18. Regulation of the Rector of Sebelas Maret University Number 40 of 2022 concerning the Recognition of Past Learning in the Sebelas Maret University
 19. Regulation of the Rector of Sebelas Maret University Number 45 of 2023 concerning Guidelines for the Implementation of the Internal Quality Assurance System
 20. Regulation of the Rector of Sebelas Maret University Number 21 of 2024 concerning the Implementation and Management of Undergraduate Programs
 21. Regulation of the Rector of Sebelas Maret University Number 23 of 2024 concerning Guidelines for the Implementation of Curriculum Preparation, Development, and

Evaluation

3.2. Vision, Mission and Objectives of the Faculty

A. Vision of the Faculty of Teacher Training and Education

To become a center for the development of science, technology, and art in the field of teaching and education with an international reputation based on the noble values of national culture

B. Mission of the Faculty of Teacher Training and Education

1. Organizing Innovative Education and Learning Based on the Latest Developments in the Field of Teacher Training and Education;
2. Organizing Research that Produces New Discoveries in the Field of Teacher Training and Education;
3. Organizing Community Service Activities in the Field of Teacher Training and Education to Improve the Quality of Education.

C. Objectives of the Faculty of Teacher Training and Education

1. Producing graduates who believe and are devoted to God Almighty, with noble personalities, intelligent, and skilled who are ready to become educators or professional education personnel with a global perspective;
2. Producing new innovations in the field of teacher training and education as a foundation to solve problems in society and to build a better life
3. Producing community service works that are able to solve practical problems in the field of teacher training and education

3.3. Vision, Mission, Objectives and Strategy of Study Program

A. Scientific Vision of the Geography Education Study Program

Developing superior geography education, based on cutting-edge research and technology, as well as the noble values of national culture focusing on environmental conservation and disaster management to realize *geocitizenship* in the face of global challenges.

Description :

- **Environmental conservation** is an object of study that is chosen to show specifications in the field of environment

- Environmental conservation is a systematic effort to protect, conserve, and utilize natural resources in a sustainable manner to maintain the balance of the ecosystem and prevent environmental degradation. Conservation includes the protection of biodiversity, the wise management of natural resources, and the rehabilitation of damaged ecosystems. The main objective is to ensure that natural resources remain available to present and future generations without damaging the carrying capacity of the environment
- **Disaster management** is a specification that is chosen to show the specification in the cause of the disaster. Disaster management is a series of planned, coordinated, and sustainable efforts to prevent, reduce, mitigate and recover the impact of disasters to protect people's lives, the environment, and assets. Disaster management includes four main stages, namely mitigation (disaster risk prevention and reduction), preparedness (disaster preparedness through training and early warning systems), emergency response (immediate response when a disaster occurs), and recovery (post-disaster reconstruction and rehabilitation).
- **Geocitizenship** is a concept of global citizenship that emphasizes an individual's awareness of his or her physical and social environment, as well as his or her responsibility to maintain the sustainability of the earth. The term combines elements of "geo" (related to the earth and the environment) with "citizenship", thus reflecting one's active involvement in global issues that impact people's lives and the environment around the world.

Aspects of Geocitizenship :

1. **Global Awareness** – Understanding that local actions have global impact and vice versa.
2. **Environmental Responsibility** – Participate in the conservation of natural resources, climate change mitigation, and sustainable management of geographic space.
3. **Social Engagement** – Encourage cross-cultural and cross-country cooperation in solving social and environmental problems.
4. **Utilization of Technology and Spatial Data** – Using GIS, GeoAI, and other geospatial technologies to support data-driven decision-making in sustainable development.
5. **Geographic Education and Awareness** – Understanding how geographic location, territorial boundaries, and global dynamics affect human life.

- **Global challenges** are various problems that are cross-border and affect the lives of people around the world. These challenges include various aspects, such as environmental, economic, social, political, and technological.

B. Objectives of Study Program

1. Producing a Bachelor of Geography Education who masters geography knowledge and pedagogics, is adaptive to technological advances and has a geocitizenship character.
2. Produce graduates who are competent in geography education, environmental conservation and disaster management research and are able to communicate results through scientific publications.
3. Producing graduates who are able to integrate the principles of *geocitizenship* in entrepreneurial activities.

C. Study Program Strategy

In an effort to achieve academic and professional goals, the Study Program (Prodi) implements various structured and sustainable strategies. This strategy includes developing a curriculum based on industry needs, improving the quality of teaching, and strengthening cooperation with various stakeholders.

First, the study program adjusts the curriculum to the development of science, technology, and the needs of the job market. The curriculum is designed adaptively with an emphasis on practical skills, critical thinking skills, and innovation. In addition, project-based learning methods, case studies, and collaborations with industry are applied to improve student competencies.

Second, improving the quality of teaching is carried out through lecturer training, the use of digital technology in learning, and periodic evaluation of teaching effectiveness. Study programs also encourage scientific research and publications as part of strengthening academic culture.

Third, cooperation with industry, research institutions, and the professional community is strengthened through internship programs, seminars, and collaborative projects. It aims to enhance the student experience and expand employment opportunities after graduation.

With this strategy, the Study Program seeks to produce graduates who are not only academically competent, but also ready to compete in the professional world and contribute to society.

3.4. University Value

The 2025 curriculum is prepared by considering the UNS Basic Values, there are 7 values that are the basic values (University Value) in the implementation of the curriculum, namely:

1. Faith and piety towards God Almighty;
2. Honesty, truth, and scientific excellence for the development of culture and civilization, pioneering, struggle, sincerity, and sincerity in the process of intelligence and development of the nation's life with a noble culture;
3. Justice, democracy, academic freedom, and openness;
4. Continuous development;
5. Partnership and equality;
6. Non-commercial and non-liberal; and
7. Benefits for society, nation, state, and humanity

Based on *University Value* All academic communities in the Geography Education Study Program are expected to be able to implement these values in their lives both on campus and in society. The Geography Education Study Program also develops the values of *Geocitizenship* which emphasizes the individual's awareness of his or her physical and social environment, as well as his or her responsibility in maintaining the sustainability of the earth by focusing on environmental conservation and disaster management efforts.

PART IV

GRADUATE PROFILE AND GRADUATE LEARNING OUTCOMES

4.1. Graduate Profile and Profile Description

Table 4.1. Graduate Profile Description

Graduate Profile	Graduate Profile Description
Geography Educator	<ol style="list-style-type: none"> 1. Able to master the concepts of geography and pedagogic science to deliver material effectively. 2. Able to design, implement and evaluate geography learning. 3. Able to develop technology-based geography learning media. 4. Able to conduct research in the field of geography education.
Research Assistant	<ol style="list-style-type: none"> 1. Able to apply geographical concepts and approaches. 2. Able to master geography research methods. 3. Able to collect, process, analyze and visualize geospatial data with cutting-edge technology using a geographic approach. 4. Able to present research results in written reports. 5. Able to disseminate research results through scientific publications
Entrepreneurship	<ol style="list-style-type: none"> 1. Able to analyze market needs and geoentrepreneur-based business opportunities. 2. Able to prepare a business plan based on <i>geoentrepreneurs</i>. 3. Able to develop products or services based on <i>geoentrepreneurs</i>. 4. Able to manage product or service development results with partners. 5. Able to collaborate with <i>stakeholders</i> by implementing <i>geoentrepreneurs</i>.

4.2. Learning Outcomes of CPL Graduates

Table 4.2. Description of Graduate Learning Outcomes

No. CPL	Description of Graduate Learning Outcomes	Keywords	Attitude(s)	General skills (KU)	Knowledge (P)	Special Skills (KK)
CPL-1	Able to show a resilient, collaborative, innovative, inclusive, pluralist, healthy and environmentally friendly character.	resilient, collaborative, innovative, inclusive, pluralist, healthy and environmentally friendly character	v			
CPL-2	Mastering the theoretical concepts of education and applying them in learning in an adaptive, integrity, and responsible manner.	Theoretical Concepts of Education	v	v	v	
CPL -3	Able to show a professional attitude in mastering the concepts of geography, technological literacy and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively.	Concepts of Geography, Technological Literacy and Pedagogic Science	v		v	v
CPL -4	Able to carry out geography learning assessments to form technology-based geocitizenship characters.	Geography Learning Assessment	v		v	v
CPL -5	Able to master the concept of geospatial technology for the development of learning media critically.	Geospatial Technology Concept	v		v	v
CPL -6	Able to apply concepts, approaches and methods of geography research based on environmental conservation and disaster management in	Geography Research	v		v	v

No. CPL	Description of Graduate Learning Outcomes	Keywords	Attitude(s)	General skills (KU)	Knowledge (P)	Special Skills (KK)
	accordance with scientific ethics.					
CPL -7	Able to collect, process, analyze, and visualize geospatial data using cutting-edge technology and geographic approaches in a systematic and humane manner.	Geospatial data	v		v	v
CPL -8	Able to conduct careful territorial analysis for environmental conservation and disaster management.	Regional Analysis	v		v	v
CPL -9	Able to carry out research, present and disseminate research results through scientific publications in accordance with scientific ethics.	Research Results	v		v	v
CPL -10	Able to master the concept of entrepreneurship theory to implement geopreneur-based entrepreneurship programs	Concept of Entrepreneurship Theory	v		v	v
CPL -11	Able to collaborate to manage product or service development results with <i>stakeholders</i> professionally and responsibly based on <i>geopreneurship</i>	Product or Service Development Results	v		v	v

Note:

1. The term CPL has an equivalent to PLO (*Program Learning Outcome*)
2. The keyword CPL is the core competency that will be measured in one CPL description

4.3. Relationship between Graduate Profile and Graduate Learning Outcomes (CPL)

Table 4.3. Graduate Profile

CPL	Graduate Learning Outcomes	Profile 1	Profile 2	Profile 3
1	Able to show a resilient, collaborative, innovative, inclusive, pluralist, healthy and environmentally friendly character.	v	v	v
2	Mastering the theoretical concepts of education and applying them in learning in an adaptive, integrity, and responsible manner.	v	v	v
3	Able to show a professional attitude in mastering the concepts of geography, technological literacy and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively.	v		
4	Able to carry out geography learning assessments to form technology-based geocitizenship characters.	v		
5	Able to master the concept of geospatial technology for the development of learning media critically.	v		
6	Able to apply concepts, approaches and methods of geography research based on environmental conservation and disaster management in accordance with scientific ethics.		v	
7	Able to collect, process, analyze, and visualize geospatial data using cutting-edge technology and geographic approaches in a systematic and humane manner.	v	v	
8	Able to conduct careful territorial analysis for environmental conservation and disaster management.		v	
9	Able to carry out research, present and disseminate research results through scientific publications in accordance with scientific ethics.	v	v	

CPL	Graduate Learning Outcomes	Profile 1	Profile 2	Profile 3
10	Able to master the concept of entrepreneurship theory to implement geoentrepreneur-based entrepreneurship programs			v
11	Able to collaborate to manage product or service development results with <i>stakeholders</i> professionally and responsibly based on <i>geoentrepreneurship</i>			v

SECTION V

SCIENTIFIC RESEARCH MATERIALS

5.1.Determination of Study Materials

Table 5.1 Study Materials (BK) or BOK

Yes	BoK Elements	Description of Study Materials
1	Physical Geography	<p>Studying all the physical conditions of events or phenomena in the landscape.</p> <p>Physical geography concerns the state of nature outside of humans such as natural phenomena related to shape, relief, climate and physical processes on land, sea and air and their influence on human survival.</p> <p>Physical Geography study materials:</p> <ol style="list-style-type: none"> 1. Atmosphere, studying parameters, atmospheric processes, phenomena horizontally and vertically. 2. Biosphere, studying the distribution of types and habitats of living things in ecosystems and their potential 3. Hydrosphere, studies the distribution of water on the earth, atmosphere, ocean and hydrological cycle processes and their applications. 4. Pedosphere, studying the distribution of soil characteristics horizontally and vertically and its potential. 5. The lithosphere, studies the distribution of rock characters on the earth, the formation process and its potential. 6. Geomorphology, studying land forms, processes and potential.
2	Human Geography	<p>Studying the interaction between humans and the environment, as well as how human activities affect and are influenced by geographic space.</p> <p>Human geography deals with the patterns of population distribution, culture, economy, and resource use, as well as the way humans organize spaces and places.</p> <p>Human Geography study materials:</p> <ol style="list-style-type: none"> 1. Social Geography, studies social patterns and processes in a region.

Yes	BoK Elements	Description of Study Materials
		<p>2. Population Geography, examines the distribution of population density, population dynamics, and population policies.</p> <p>3. Economic Geography: Analysis of economic activities, trade patterns, industry, and their impact on the environment and society.</p> <p>Cultural Geography: Examining the spread of <i>tangible and intangible and intangible</i> culture in various regions and how it shapes the identity of society.</p>
3	Engineering Geography	<p>Learn about the collection, processing, analysis, and visualization of geospatial data in the form of maps and its use in geography research and learning.</p> <p>Geography Study Materials Techniques:</p> <ol style="list-style-type: none"> 1. Terrestrial surveys are measurement and mapping methods that are carried out on the earth's surface using direct measurement equipment and techniques. 2. Remote Sensing, discussing an object or phenomenon on the earth's surface without making direct contact, by analyzing data obtained through tools or sensors. 3. <i>Data Mining</i>, the process of exploring, extracting and analyzing an automated or semi-automated big <i>data</i> set to find hidden and useful patterns, relationships, or trends. 4. Cartography is the science, art, and technique of mapmaking and map study as a scientific document to describe, visualize, and analyze geospatial data in a way that can be understood and used by users. 5. Geographic Information Systems (GIS), is a science that discusses computer-based information that can enter, manage, store, analyze and present spatial and non-spatial data.
4	Regional, Environmental and Disaster	<p>Discusses the principles, theories, and methods of geography to solve practical problems in daily life, including the application of geography knowledge in various fields such as regional planning, natural resource management, disaster mitigation, and environmental conservation.</p> <p>Applied Geography Studies:</p>

Yes	BoK Elements	Description of Study Materials
		<ol style="list-style-type: none"> 1. Region: Region, regional structure and dynamics, analysis techniques for villages, cities and regional planning and development 2. Environment: environmental characteristics, environmental ecosystems, environmental conservation. 3. Disaster Management: examines disaster geography, disaster mitigation, during disasters, and post-disasters.
5	Pedagogic	<p>A science that studies principles, methods, and strategies in education, especially in the context of teaching and learning.</p> <p>Pedagogic includes:</p> <ol style="list-style-type: none"> 1. Education: Learning how to educate and guide students to the stage of maturity. 2. Teaching Methods: Covers a variety of educational theories and teaching strategies used to enhance the learning process. 3. Educator Competence: Is the ability to manage student learning, including designing, implementing, and evaluating learning outcomes.
6	Personality Development	<p>Science that focuses on the formation of individual character, morals, and social awareness so that they can play the role of ethical, responsible, and national values, by examining the concept of spirituality, national philosophy, and rights and obligations in society and the state.</p> <ol style="list-style-type: none"> 1. Religious Education builds a spiritual and ethical foundation in academic and social life. 2. Pancasila strengthens understanding of the basic values of the state as a guideline in thinking and acting. 3. Citizenship instills an awareness of rights and obligations as an active and responsible citizen 4. Entrepreneurship is the process of creating, developing, and managing a business or business to achieve profits, through innovation, risk-taking, and resource management effectively and efficiently. In the context of geography education, entrepreneurship also includes the application of geography knowledge in creating business

Yes	BoK Elements	Description of Study Materials
		<p>opportunities based on an understanding of the environment, natural resources, and local culture.</p> <ol style="list-style-type: none"> 5. Entrepreneur geography is the knowledge of geography to create a business that focuses on issues related to the management of natural resources, the environment, and geographic space. Geoentrepreneurs play a role in developing sustainable solutions to problems related to geography, such as climate change, disaster management, and land use. 6. Student Internship Lectures are learning programs that provide students with the opportunity to work directly in the field or in a specific institution, according to their field of study, to develop practical skills and applications from the knowledge learned in college. 7. KKN is an activity that involves students to go directly to the community to carry out community service activities, which are integrated with learning and research.
7	Research Support	<p>Sciences that provide the methods, analytical tools, and academic communication skills necessary in the scientific research process, include research methodology, data analysis, and the use of language in academic writing and publications, with the aim of generating new and innovative knowledge in various disciplines, including geography and geography education.</p> <ol style="list-style-type: none"> 1. Bahasa Indonesia equips students with the ability to write academically, think critically, and communicate research results effectively. 2. Geography Research Methods discusses approaches, techniques, and analytical tools in the study of geography to produce systematic and data-driven research. 3. The Geography Education Research Method examines research techniques in the field of geography education, including qualitative and quantitative approaches. 4. English Language (EAP) supports students in understanding, reading, and writing international

Yes	BoK Elements	Description of Study Materials
		<p>academic literature as well as presenting research in international forums.</p> <p>5. Statistics: study on quantitative and qualitative data processing for spatial studies</p> <p>6. A seminar is a forum held to discuss a specific topic or issue. The seminar is used as a forum to share knowledge and thoughts related to the latest developments in geography, including issues such as climate change, spatial planning, or geopolitics, in preparation for the implementation of the final project.</p> <p>7. Final Project The final project is a scientific work done by students as a form of evaluation of their learning achievements at the final level of the study program.</p>

Note:

BOK and BOK Description (Study Materials) are derived from related study program institutions/cooperation bodies

5.2.Course Name Determination

Table 5.2 Matrix of Study Materials and Course Names

Yes	Study Materials	Courses
1.	<p>Physical Geography Studying all the physical conditions of events or phenomena in the landscape. Physical geography concerns the state of nature outside of humans such as natural phenomena related to shape, relief, climate and physical processes on land, sea and air and their influence on human survival.</p>	<ol style="list-style-type: none"> 1. Geography of the Landscape 2. Hydroclimatology 3. Soil Geography 4. Coastal Geography and Management of Small Islands 5. Geology Geomorphology Indonesia 6. Geography, Ecosystems and Biodiversity 7. Land Resources Evaluation 8. Watershed Management and Environmental Conservation 9. Applied Geomorphology (P) 10. Environmental Geomorphology
2.	<p>Human Geography Studying the interaction between humans and</p>	<ol style="list-style-type: none"> 1. Human Geography and Social Dynamics

Yes	Study Materials	Courses
	<p>the environment, as well as how human activities affect and are influenced by geographic space.</p> <p>Human geography deals with the patterns of population distribution, culture, economy, and resource use, as well as the way humans organize spaces and places.</p>	<ol style="list-style-type: none"> 2. Demographics and Geography of the Population 3. Geography of Villages, Cities and Digital Spaces 4. Settlement Geography 5. Economic and Development Geography 6. Tourism Geography (P) 11. Cultural Geography and Local Wisdom (P)
3.	<p>Engineering Geography</p> <p>Learn about the collection, processing, analysis, and visualization of geospatial data in the form of maps and its use in geography research and learning.</p>	<ol style="list-style-type: none"> 1. TIG 2. Squirt 3. Cartography 4. PJ & Image Interpretation 5. Basic GIS 6. Thematic Cartography 7. PCD (P) 8. Geospatial Analysis of Environment and Disasters (P)
4.	<p>Regional, Environmental and Disaster</p> <p>Discusses the principles, theories, and methods of geography to solve practical problems in daily life, including the application of geography knowledge in various fields such as regional planning, natural resource management, disaster mitigation, and environmental conservation.</p>	<ol style="list-style-type: none"> 1. Introduction to Geography 2. Regional Science 3. Indonesia's Regional Geography & Globalization 4. KKL 1 5. KKL 2 6. Regional Planning 7. Disaster Geography 8. Disaster Education 9. KLHS (P) 10. DDDTLH (P) 11. Disaster Management (P) 12. Disaster Risk Reduction (P) 13. Regional Analysis Techniques (P) 14. Environmental Conservation Education (P)
5.	<p>Pedagogy</p> <p>A science that studies principles, methods, and strategies in education, especially in the context of teaching and learning.</p>	<ol style="list-style-type: none"> 1. Education 2. Student Development 3. Curriculum and Teaching Materials 4. Technology and Learning Media 5. Digital Classroom Management

Yes	Study Materials	Courses
		<ul style="list-style-type: none"> 6. Inclusive Education 7. Geography Learning Strategies 8. Geography Learning Evaluation 9. Education Profession 10. Geography Learning Planning 11. Microlearning 12. Geography Learning Multimedia (P) 13. Educational Psychology (P) 14. Guidance and Counseling 15. PLP
6.	<p>Personality Development Science that focuses on the formation of individual character, morals, and social awareness so that they can play the role of ethical, responsible, and national values, by examining the concept of spirituality, national philosophy, and rights and obligations in society and the state.</p>	<ul style="list-style-type: none"> 1. Religion 2. São Paulo 3. Nationality 4. Entrepreneurship 5. Entrepreneurial geography 6. Student Internship College 7. KKN
7.	<p>Research Support Sciences that provide the methods, analytical tools, and academic communication skills necessary in the scientific research process, include research methodology, data analysis, and the use of language in academic writing and publications, with the aim of generating new and innovative knowledge in various disciplines, including geography and geography education.</p>	<ul style="list-style-type: none"> 1. English 2. EAP 3. Geography Research Methods 4. Geography Education Research Methods 5. Statistics 6. Seminar 7. Final project

PART VI
FORMATION OF COURSES (MK) AND DETERMINATION OF
CREDIT WEIGHTS

6.1.Determination of CPL by Study Program, Determination of CPMK/sub-CPMK, Calculation of Length of Time and Conversion to Credit (Load Weight)

Table 6.1 Assignment of CPL charged to MK and credit conversion

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
PHYSICAL GEOGRAPHY						
1	Geography of the Landscape	CPL 3	Sub CPMK 1: Able to demonstrate a professional attitude in mastering the basic concepts of geology, characteristics of the earth's constituent parts, plate tectonism precisely and effectively.	$5.625 \times 4 = 22.5$	180	180/45 = 4 credits
			Sub CPMK 2: Able to demonstrate a professional attitude in mastering the concepts of Mineralogy and rocks (frozen, sedimentary and metamorphic), geological structure, geological time and applying the skills of delivering learning materials appropriately and effectively.	$5.625 \times 4 = 22.5$		
			Sub CPMK 3: Able to demonstrate a professional attitude in mastering the concept of Types and Processes of Tectonic and volcanic Disasters, Methods of observing megascopic and microscopic rocks, Use of geological tools and applying the skills of delivering learning materials	$5.625 \times 4 = 22.5$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			appropriately and effectively.			
			Sub CPMK 4: Able to show a professional attitude in mastering the concept, scope, object of study and geomorphological process as well as applying the skills of delivering learning materials appropriately and effectively.	$5,625 \times 3 = 16,875$		
			Sub CPMK 5: Able to demonstrate a professional attitude in mastering the concept and physical characteristics of watersheds as an analysis unit appropriately and effectively.	$5.625 \times 2 = 11.250$		
			Sub CPMK 6: Able to show a professional attitude in mastering the concepts, characteristics and distribution of land forms and applying the skills of delivering learning materials appropriately and effectively.	$5.625 \times 4 = 22.5$		
			Sub CPMK 7: Able to show a professional attitude in mastering the development of land forms and applying the skills of delivering learning materials appropriately and effectively.	$5.625 \times 4 = 22.5$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub CPMK 8: Able to demonstrate a professional attitude in mastering the study of Geology and Geomorphology of Field Structures accurately and effectively.	$5,625 \times 3 = 16,875$		
			Sub CPMK 9: Able to show a professional attitude in mastering Mapping, Geomorphology and Geomorphology Sketches accurately and effectively.	$5.625 \times 4 = 22.5$		
2	Hydroclimatology	CPL 3	Sub CPMK 1: Students can master the basic concepts of meteorology and climatology, such as atmospheric pressure, wind, evaporation, precipitation, and water balance, as well as be able to deliver material on hydrometeorological phenomena and hydrological cycles professionally and effectively to a diverse audience.	$5,625 \times 3 = 16,875$	135	$135/45 = 3$ credits
			Sub CPMK 2: Students can use the latest technological tools to measure and analyze local, regional, and global climate variability, as well as apply these concepts in easy-to-understand and applicable learning.	$5,625 \times 3 = 16,875$		
			Sub CPMK 3: Students are able to collaborate in teams to analyze meteorological and climatological phenomena as well as climate modeling to support natural resource management and disaster mitigation with a	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			sustainability-based approach.			
			Sub CPMK 4: Students are able to integrate an understanding of the hydrological cycle and groundwater characteristics to design innovative solutions that support environmental sustainability and water management.	5,625 × 3 = 16,875		
		CPL 6	Sub CPMK 5: Students are able to analyze hydrological water balances to identify potential environmental risks and problems, as well as formulate strategies for water resource conservation and disaster mitigation in a scientific and ethical manner.	5,625 × 3 = 16,875		
			Sub CPMK 6: Students are able to study the characteristics of groundwater and aquifers through an environmental geography approach to formulate conservation and disaster vulnerability reduction efforts responsibly and based on scientific data.	5,625 × 3 = 16,875		
			Sub CPMK 7: Students are able to apply hydroclimatology measurement methods in the field appropriately and scientifically.	5,625 × 3 = 16,875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 7	Sub CMPK 8: Students are able to collect and analyze hydroclimatological spatial data and present it in the form of visualization based on geospatial technology in a systematic manner and oriented towards a humanist geographical approach.	$5,625 \times 3 = 16,875$		
3	Soil Geography	CPL 3	Sub-CPMK 1: Students are able to explain the factors that form soil and their influence on soil characteristics.	$5,625 \times 3 = 16,875$	135	135/45 = 3 credits
			Sub-CPMK 2: Students are able to describe soil profiles and conduct soil morphology analysis in the field using appropriate observation methods.	$5.625 \times 4 = 22.5$		
			Sub-CPMK 3: Students are able to measure and analyze the physical, chemical, and biological properties of soil both in the laboratory and in the field with appropriate scientific procedures.	$5.625 \times 4 = 22.5$		
			Sub-CPMK 4: Students are able to explain the process of soil development and the formation of soil horizons.	$5.625 \times 4 = 22.5$		
			Sub-CPMK 5: Students are able to explain the process of land development and its grouping based on national and international land classification systems.	$5.625 \times 4 = 22.5$		
			Sub-CPMK 6: Students are able to utilize the right soil survey methods and apply soil mapping techniques in geospatial-based teaching.	$5,625 \times 5 = 28,125$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
4	Coastal Geography and Management of Small Islands	CPL 3	Sub-CPMK 1: Students can master the basic concepts of physical, chemical, and biological oceanography, and can deliver the material professionally to the audience with effective pedagogic skills, including the use of technology to visualize oceanographic phenomena and coastal zone dynamics.	$5,625 \times 3 = 16,875$	135	$135/45 = 3$ credits
			Sub-CPMK 2: Students can apply knowledge of sea topography and typology and hydrodynamics in the teaching of geography, and use oceanographic data to develop easy-to-understand learning materials.	$5,625 \times 3 = 16,875$		
			Sub-CPMK 3: Students can collaborate in teams to study coastal and marine issues and develop solutions for coastal ecosystem management by considering ecological and social aspects.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 4: Students can identify the impacts of climate change on coastal ecosystems and provide oceanographic and climate change knowledge-based solutions that support environmental sustainability.	$5.625 \times 2 = 11.25$		
		CPL 6	Sub CPMK 5: Students are able to identify and analyze coastal environmental problems including abrasion, robbery, and damage to mangrove ecosystems, as well as develop conservation and mitigation strategies based on geography	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			principles and scientific approaches.			
			Sub CPMK 6: Students are able to apply the concept of hydrodynamics and ocean circulation in analyzing the potential for coastal disasters including tidal flooding and seawater intrusion, as well as designing mitigation approaches based on the study of sustainable marine geography.	5,625 × 3 = 16,875		
		CPL 7	Sub CPMK 7: Students are able to process and map spatial data related to the typology of coastal areas such as beaches, estuaries, and deltas with geospatial technology, and present them systematically to support the analysis of coastal area dynamics.	5,625 × 3 = 16,875		
			Sub CPMK 8: Students are able to visualize the impact of climate change on coastal ecosystems such as rip and abrasion through spatial data analysis, as well as communicate these findings in the form of thematic maps based on geospatial technology.	5,625 × 3 = 16,875		
		CPL 8	Sub CMPK 9: Students are able to evaluate the influence of ocean currents, tides, and waves on the vulnerability of coastal areas to support disaster mitigation strategies and	5,625 × 3 = 16,875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			coastal environmental management.			
5	Geology Geomorphology Indonesia	CPL 3	Sub-CPMK 1: Able to demonstrate a professional attitude in mastering the concept of tectonism in Indonesia and the Geology of the island of Sumatra as well as applying the skills of delivering material appropriately and effectively.	$5,625 \times 1 = 5,625$	90	90/45= 2 credits
			Sub-CPMK 2: Able to show a professional attitude in mastering the geology of the islands of Sumatra, Java, Bali, Nusatenggara and Kalimantan as well as applying the skills of delivering material appropriately and effectively.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 3: Able to demonstrate a professional attitude in mastering the concept of tectonism in Indonesia and the Geology of the islands of Sulawesi, Maluku, Papua and apply the skills of conveying material appropriately and effectively.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 4: Able to demonstrate a professional attitude in mastering the concept of Indonesian Climatology as a factor that forms geomorphology and volcanic land forms in Indonesia and applies the skills of handling materials	$5,625 \times 1 = 5,625$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			appropriately and effectively.			
			Sub-CPMK 5: Able to demonstrate a professional attitude in mastering the study of Coastal Geomorphology, Coral Reefs, and Low Lands in Indonesia and applying the skills of delivering material appropriately and effectively.	5.625 x 2 = 11.250		
			Sub-CPMK 6: Able to demonstrate a professional attitude in mastering Denudation and Natural Resources Studies in Indonesia and applying the skills of delivering material appropriately and effectively.	5.625 x 2 = 11.250		
		CPL 6	Sub CPMK 7: Students are able to identify geomorphological characteristics and analyze their implications for environmental conservation strategies and management.	5.625 x 2 = 11.250		
			Sub CPMK 8: Students are able to study land forms as a result of geomorphological processes and evaluate their impact on the vulnerability of natural disasters to support area-based mitigation efforts.	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 7	Sub CPMK 9: Students are able to process and visualize geological and geomorphological spatial data using geospatial technology to show the patterns of geological structures and geomorphological processes in a systematic manner.	5.625 x 2 = 11.250		
		CPL 8	Sub CPMK 10: Students are able to analyze disaster-prone areas in Indonesia with geological and geomorphological approaches to support region-based mitigation strategies.	5.625 x 2 = 11.250		
6	Geography, Ecosystems and Biodiversity	CPL 1	Sub CPMK 1: Students are able to demonstrate a resilient, inclusive, and responsible attitude in analyzing the mutual relationship between ecosystems and biodiversity in Indonesia, as well as applying collaborative and environmentally friendly values in daily life.	5.625 x 1 = 5.625	90	90/45 = 2 credits
		CPL 3	Sub-CPMK 1: Students are able to explain the basic concepts of biogeography, including the principles of geographical distribution of flora and fauna.	5.625 x 1 = 5.625		
			Sub-CPMK 2: Students are able to explain the basic concepts of biogeography, including the principles of geographical distribution of flora and fauna.	5.625 x 1 = 5.625		
			Sub-CPMK 3: Students are able to analyze geographical factors such as climate, topography, soil, and biotics	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			that affect the distribution of living organisms.			
			Sub-CPMK 4: Students are able to understand the structure and function of living organisms as well as the relationship between ecosystems in the food chain and energy flow.	5.625 x 2 = 11.250		
			Sub-CPMK 5: Students are able to identify various types of vegetation based on climate zones and patterns of distribution of flora and fauna in terrestrial areas.	5.625 x 2 = 11.250		
			Sub-CPMK 6: Students are able to apply the concepts of dispersal, migration, and movement of organisms in understanding population dynamics.	5.625 x 2 = 11.250		
		CPL 6	Sub CPMK 7: Students are able to apply methods of analysis of climate classification, the distribution of biodiversity and their mutual relationships as the basis for determining environment-based conservation strategies.	5.625 x 2 = 11.250		
		CPL 7	Sub CMPK 8: Students are able to visualize the characteristics of dispersal and migration of organisms using spatial technology systematically.	5.625 x 2 = 11.250		
		CPL 8	Sub CMPK 9: Students are able to analyze the typology of ecosystem characteristics and biodiversity as well as with a spatial approach to	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			environmental conservation and disaster management.			
7	Land Resources Evaluation	CPL 3	Sub-CPMK 1: Students are able to explain the definition, scope, and benefits of land evaluation in the context of natural resource management.	5.625 x 2 = 11.250	90	90/45 = 2 credits
			Sub-CPMK 2: Students are able to apply the stages and methods of land evaluation for various needs, both agricultural and non-agricultural.	5.625 x 2 = 11.250		
			Sub-CPMK 3: Students are able to use land classification methods, including classification of ability, suitability, and site selection systematically and based on data.	5.625 x 2 = 11.250		
			Sub-CPMK 4: Students are able to analyze the evaluation of the function of the area by considering environmental, social, and economic aspects.	5.625 x 2 = 11.250		
			Sub-CPMK 5: Students are able to interpret the data from the evaluation of land carrying capacity.	5.625 x 2 = 11.250		
		CPL 6	Sub-CPMK 6: Students are able to utilize GIS and remote sensing technology in spatial analysis of land evaluation for disaster mitigation and spatial planning.	5.625 x 2 = 11.250		
			Sub-CPMK 7: Students are able to prepare research reports on land evaluation	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			using appropriate and ethical scientific methods.			
8	Watershed Management and Environmental Conservation	CPL 3	Sub-CPMK 1: Students are able to understand the meaning and basic aspects of soil and water conservation in the context of sustainable natural resource management.	$5,625 \times 3 = 16,875$	135	$135/45 = 3$ credits
			Sub-CPMK 2: Students are able to analyze the factors that affect erosion and its impact on the environment and human life.	$5,625 \times 3 = 16,875$		
			Sub-CPMK 3: Students are able to compare various soil and water conservation techniques and assess their effectiveness based on land characteristics and environmental conditions.	$5,625 \times 3 = 16,875$		
			Sub-CPMK 4: Students are able to explain the function of watersheds in soil and water conservation and design sustainable watershed management strategies.	$5,625 \times 3 = 16,875$		
			Sub-CPMK 5: Students are able to analyze the level of erosion hazard using scientific methods and geospatial technology.	$5,625 \times 3 = 16,875$		
		CPL 6	Sub-CPMK 6: Students are able to identify areas with high levels of erosion hazard using geospatial data and remote sensing.	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 7: Students are able to conduct research based on the evaluation of effective soil and water conservation techniques in mitigating erosion and land degradation.	$5,625 \times 3 = 16,875$		
			Sub-CPMK 8: Students are able to utilize GIS technology and spatial modeling in mapping erosion-prone areas and planning appropriate conservation actions.	$5,625 \times 3 = 16,875$		
9	Applied geomorphology (P)8	CPL 3	Sub-CPMK 1: Able to demonstrate a professional attitude in mastering the concepts of Applied Geomorphology, Anthropogenic Geomorphology, Geomorphic Processes, concepts of tools and techniques in Applied Geomorphology and skilled in delivering material appropriately and effectively.	$5.625 \times 2 = 11.250$	90	90/45 = 2 credits
			Sub-CPMK 2: Able to show a professional attitude in mastering, Geomorphology for Hydrology studies, Geomorphology for Military studies, Geomorphology for Urbanisas studies, Regional planning and skilled in delivering material appropriately and effectively.	$5.625 \times 2 = 11.250$		
		CPL 6	Sub CPMK 3: Students are able to explain the relationship between key geomorphic processes and natural disaster risk to support landform-based mitigation strategies.	$5.625 \times 2 = 11.250$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits				
			(Sub-CPMK)	(2.83hrs/credits)						
			Sub CPMK 4: Students are able to study the impact of land form change due to human activities and develop a scientific and ethical approach to environmental conservation.	5.625 x 2 = 11.250						
			Sub CPMK 5: Students are able to apply a geomorphological approach in regional vulnerability analysis for disaster mitigation-based area management planning.	5.625 x 2 = 11.250						
		CPL 7	Sub CPMK 6: Students are able to process and analyze geospatial data on land forms to identify the characteristics of the area and its potential utilization systematically.	5.625 x 2 = 11.250						
			Sub CPMK 7: Students are able to visualize geomorphological information in the form of maps and spatial models as a basis for regional decision-making.	5.625 x 2 = 11.250						
		CPL 8	Sub CPMK 8: Students are able to evaluate the function and role of geomorphology in the context of regional development such as mineral exploration, civil engineering work, urbanization, and regional planning to support sustainable regional analysis.	5.625 x 2 = 11.250						
		10	Environmental Geomorphology	CPL 1			Sub-CPMK 1: Students can carry out research related to geomorphology with ethical principles that respect the welfare of the community and the preservation of nature.	5.625 x 4 = 22.5	90	90/45 = 2 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 2: Students can master basic concepts of geomorphology, such as the role of humans as geomorphological agents, the impact of geomorphology on the environment, and its relationship with disasters.	$5.625 \times 6 = 33.75$		
		CPL 3	Sub-CPMK 3: Students can identify and mitigate geomorphological disaster risks with innovative approaches that support environmental sustainability.	$5.625 \times 6 = 33.75$		

HUMAN GEOGRAPHY

1	Human Geography and Social Dynamics	CPL 1	Sub-CPMK 1: Students are able to assess the relationship between religion, language, and political systems in shaping patterns of social interaction and regional development.	$5.625 \times 2 = 11.25$	135	$135/45 = 3$ credits
		CPL 3	Sub-CPMK 2: Students are able to explain the basic concepts of human geography as well as the patterns of distribution and human activities on the earth's surface.	$5.625 \times 3 = 16.875$		
			Sub-CPMK 3: Students are able to analyze the patterns of human distribution and their activities on the earth's surface using a geospatial approach.	$5.625 \times 3 = 16.875$		
			Sub-CPMK 4: Students are able to examine changes in spatial patterns due to social, economic, and political factors, as well as their impact on the cultural landscape and geographical identity.	$5.625 \times 5 = 28.125$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 5: Students are able to identify and analyze demographic structures, population density, and factors that affect the distribution of population in various regions.	5.625 x 6 = 33.75		
			Sub-CPMK 6: Students are able to apply the concept of sustainable development in the agricultural, industrial, and service sectors by considering environmental and social aspects.	5.625 x 5 = 28.125		
2	Demographics and Geography of the Population	CPL3	Sub-CPMK 1: Students are able to identify and explain the basic concepts and theories of population geography and demography.	5.625 x 3 = 16.875	180	180/45 = 4 credits
			Sub-CPMK 2: Students are able to analyze population distribution patterns and factors that affect them at various regional scales.	5.625 x 3 = 16.875		
			Sub-CPMK 3: Students are able to explain the factors that affect fertility, mortality, and migration as well as their impact on population structure.	5.625 x 3 = 16.875		
			Sub-CPMK 4: Students are able to explain the relationship between the labor force, the rate of labor participation, and employment in regional economic development.	5.625 x 3 = 16.875		
			Sub-CPMK 5: Students are able to explain the impact of population policies on the structure of the labor force, unemployment, and economic development.	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits				
			(Sub-CPMK)	(2.83hrs/credits)						
		CPL 7	Sub-CPMK 1: Students are able to analyze various sources of population data and apply population projection techniques to understand population growth trends and distribution.	5.625 x 3 = 16.875						
			Sub-CPMK 2: Students are able to use age evaluation techniques and methods such as population pyramid, joint score index, Meyer index, and Whipple index.	5.625 x 3 = 16.875						
			Sub-CPMK 3: Students are able to use technological literacy in population distribution mapping and population spatial analysis.	5.625 x 3 = 16.875						
			Sub-CPMK 4: Students are able to evaluate the impact of population dynamics on the environment, economy, and sustainable development.	5.625 x 3 = 16.875						
		CPL 8	Sub-CPMK 1: Students are able to identify population pressures on the physical and social environment and evaluate potential risks, including in the context of disaster vulnerability.	5.625 x 3 = 16.875						
			Sub-CPMK 2: Students are able to utilize population and spatial data to map disaster-prone areas and develop mitigation strategies based on population characteristics	5.625 x 3 = 16.875						
		3	Geography of Villages, Cities and Digital Spaces	CPL 3			Sub-CPMK 1: Students are able to analyze the structure and pattern of village space and its relationship with the surrounding area to understand the dynamics of	5.625 x 3 = 16.875	180	180/45 = 4 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			sustainable village development.			
			Sub-CPMK 2: Students are able to identify the potential and problems of the village using a geospatial approach in the context of planning and community empowerment.	5.625 x 3 = 16.875		
			Sub-CPMK 3: Students are able to explain the basic concepts and principles of village geography and apply geospatial analysis in village and city development planning.	5.625 x 3 = 16.875		
			Sub-CPMK 4: Students are able to explain the relationship between villages and cities in the regional system and its implications for urbanization and economic inequality.	5.625 x 2= 11.25		
		CPL 7	Sub-CPMK 1: Students are able to analyze urban patterns, processes, and policies in Southeast Asia as well as the concept of smart cities in facing urbanization and megapolitan challenges.	5.625 x 3 = 16.875		
			Sub-CPMK 2: Students are able to analyze the impact of economic transformation, digitalization, and village development policies on community welfare.	5.625 x 3 = 16.875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub CPMK 3: Students can use technologies such as GIS (e.g. QGIS or ArcGIS), drone mapping, or digital mapping applications to manage spatial data and compile databases of rural and urban areas	5.625 x 3 = 16.875		
			Sub CPMK 1: Students are able to identify patterns of changes in village and urban spaces that affect physical environmental conditions, including land degradation, floods, landslides, and ecosystem pressures.	5.625 x 3 = 16.875		
		CPL 8	Sub-CPMK 2: Students are able to apply technological literacy in the analysis of urban area structure, urban development, and green open space management to create a sustainable city.	5.625 x 3 = 16.875		
			Sub CPMK 3: Students are able to compile a classification of regional vulnerabilities using spatial and social data, to design mitigation strategies based on local characteristics.	5.625 x 3 = 16.875		
			CPL 9	Sub CPMK 1: Students are able to choose spatial issues (urbanization, digital villages, environmental vulnerability, etc.) that are contextual and relevant as the focus of scientific studies to determine methods and write research results		
4	Settlement Geography	CPL 3		Sub-CPMK 1: Students are able to explain the meaning, history, and supporting elements of settlements in the context of the spatial and social development of the community.	5.625 x 2 = 11.25	90

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 2: Students are able to examine the relationship between housing mobility theory, settlement models, and community needs in order to improve the quality of life based on sustainability.	5.625 x 2 = 11.25		
			Sub-CPMK 3: Students are able to identify settlement problems, including slums and illegal settlements, as well as policy-based solutions.	5.625 x 2 = 11.25		
			Sub-CPMK 4: Students are able to analyze a case study of settlements in Indonesia using the Pentagon Prism Model.	5.625 x 2 = 11.25		
			Sub-CPMK 5 : Students are able to use a geospatial approach to analyze settlement patterns and interpret settlement models based on relevant theories	5.625 x 2 = 11.25		
			Sub-CPMK 6: Students are able to apply the concept of the Pentagon Prism Model in residential case studies to identify influential social, economic, and infrastructure factors.	5.625 x 2 = 11.25		
			Sub-CPMK 7: Students are able to identify key issues in settlement policy as well as develop technology literacy-based strategies for effective settlement planning.	5.625 x 2 = 11.25		
			Sub-CPMK 8: Students are able to integrate the concept of smart settlement in supporting technology-based and environmentally friendly settlement planning.	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
5	Economic and Development Geography	CPL 3	Sub-CPMK 1: Students are able to master the concept and scope of economic geography and geography approaches in economic studies with effective learning methods.	5.625 x 4 = 22.5	180	180/45 = 4 credits
			Sub-CPMK 2: Students are able to analyze the distribution of economic resources, patterns of economic activity, and factors that affect regional economic growth.	5.625 x 4 = 22.5		
			Sub-CPMK 3: Students are able to analyze the impact of urbanization, industrial revolution 4.0, and digitalization on the economic structure of the region.	5.625 x 3 = 16.875		
			Sub-CPMK 4: Students are able to use geospatial data and technology to analyze regional economic activity patterns and the distribution of economic resources	5.625 x 3 = 16.875		
		CPL 10	Sub-CPMK 5: Students are able to explain the concept of regional development based on local potential and creative economy strategies.	5.625 x 3 = 16.875		
			Sub-CPMK 6: Students are able to develop geopreneurial ideas based on sustainability and green economy.	5.625 x 3 = 16.875		
			Sub-CPMK 7: Students are able to develop entrepreneurship development strategies based on the digital economy and e-commerce.	5.625 x 3 = 16.875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 11	Sub-CPMK 8: Students are able to identify opportunities for collaboration with various stakeholders in geopreneur-based regional economic development.	5.625 x 3 = 16.875		
			Sub-CPMK 9: Students are able to develop networks and strategic partnerships in supporting innovation and sustainability of geopreneurs.	5.625 x 3 = 16.875		
			Sub-CPMK 10: Students are able to manage creative economy-based entrepreneurship projects and MSMEs with the principles of professionalism and social responsibility.	5.625 x 3 = 16.875		
6	Tourism Geography (P)	CPL 3	Sub-CPMK 1: Students are able to explain the concept and approach of tourism geography with effective and evidence-based learning methods.	5.625 x 1 = 5.625	90	90/45 = 2 credits
			Sub-CPMK 2: Students are able to use spatial data and digital technology to analyze the development patterns of tourism destinations.	5.625 x 2 = 11.25		
			Sub-CPMK 3: Students are able to interpret the driving factors and impacts of tourism at various scales with a systematic scientific approach	5.625 x 2 = 11.25		
			Sub-CPMK 4: Students are able to understand destination-based tourism planning that integrates economic, social, and environmental aspects.	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 5: Students are able to study tourism development strategies based on digitalization and smart tourism with the use of the latest technology	5.625 x 2 = 11.25		
		CPL 10	Sub-CPMK 6: Students are able to create innovations in the development of alternative tourism based on cultural and geographical construction.	5.625 x 1 = 5.625		
			Sub-CPMK 7: Students are able to analyze sustainable tourism-based business opportunities with a creative economy and digitalization approach.	5.625 x 2 = 11.25		
			Sub-CPMK 8: Students are able to develop a Community-Based Tourism (CBT)-based business model to improve the welfare of local communities.	5.625 x 2 = 11.25		
		CPL 11	Sub-CPMK 9: Students are able to conduct direct observation and/or literature studies to recognize natural, cultural, and socio-economic potentials that can be developed as superior tourism products or services.	5.625 x 1 = 5.625		
			Sub-CPMK 10: Students are able to develop tourism product or service ideas (ecotourism, educational tourism, digital tourism, etc.) by considering spatial aspects, sustainability, and the added value of the local economy.	5.625 x 1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
7	<i>Cultural Geography and Local Wisdom (P)</i>	CPL 3	Sub-CPMK 1 : Students are able to explain the basic concepts of cultural geography and local wisdom	5.625 x 2 = 11.25	90	90/45 = 2 credits
			Sub-CPMK 2: Students are able to analyze the concept of space and cultural identity in various regions.	5.625 x 2 = 11.25		
			Sub-CPMK 3: Students are able to identify the role of local wisdom in environmental adaptation and sustainable development.	5.625 x 2 = 11.25		
			Sub-CPMK 4: Students are able to interpret cultural phenomena from a geographical perspective using spatial data and digital technology.	5.625 x 2 = 11.25		
		CPL 10	Sub-CPMK 5: Students are able to analyze the potential of local culture and wisdom as assets in geoentrepreneur development.	5.625 x 2 = 11.25		
			Sub-CPMK 6: Students are able to apply the concept of development based on local wisdom in sustainable entrepreneurship strategies.	5.625 x 2 = 11.25		
		CPL 11	Sub-CPMK 7: Students are able to explore cultural elements such as traditions, crafts, culinary, local narratives, or rituals that are distinctive and have economic and social value.	5.625 x 2 = 11.25		
			Sub-CPMK 8: Students are able to develop innovative designs that combine local identity with the needs of tourists, local/global markets, or digital platforms (e.g., cultural workshops, traditional tour packages, educational products).	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
ENGINEERING GEOGRAPHY						
1	Geospatial Information Technology	CPL 3	Sub-CPMK 1: Able to explain and apply the basic concepts of geospatial information technology in the context of education.	5.625 x 2 = 11.25	90	90/45 = 2 credits
		CPL 5	Sub-CPMK 2: Able to use maps and geospatial data visualization to deliver learning materials in an effective and engaging way.	5.625 x 2 = 11.25		
			Sub-CPMK 3: Able to design and develop geospatial technology-based learning media, such as interactive maps and GIS applications, for educational purposes.	5.625 x 2 = 11.25		
			Sub-CPMK 4: Able to analyze geospatial data collaboratively for the development of sustainable learning media.	5.625 x 4 = 22.5		
		CPL 6	Sub-CPMK 5: Able to apply geospatial analysis in environmental conservation and disaster management policies.	5.625 x 2 = 11.25		
			Sub-CPMK 6: Able to use geospatial technology to conduct disaster analysis and conservation-based natural resource management, while still paying attention to scientific ethical aspects in geography research.	5.625 x 2 = 11.25		
2	Squirt	CPL 3	Sub-CPMK 1: Able to master the basic concepts of soil measurement, such as geodesy control nets, detailed measurements, and mapping depictions.	5.625 x 4 = 22.5	135	135/45 = 3 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 2: Able to develop skills to deliver soil measurement and mapping materials effectively, using technologies such as drones and other measuring devices.	5.625 x 4 = 22.5		
		CPL 5	Sub-CPMK 3: Able to conduct soil measurement and mapping collaboratively for the development of geospatial-based learning.	5.625 x 4 = 22.5		
			Sub-CPMK 4: Able to apply practical skills in the development of learning media, such as the use of data from soil measurement and mapping, as well as using devices such as drones for the measurement process.	5.625 x 4 = 22.5		
		CPL 6	Sub-CPMK 5: Able to apply appropriate measurement methods and techniques in the context of environmental conservation and disaster management, such as vertical measurement, depiction of open and closed polygons, and data analysis to support disaster management.	5.625 x 4 = 22.5		
			Sub-CPMK 6: Able to use environmentally friendly measurement methods and apply them in mapping and analyzing soil measurement results with an approach that is in accordance with scientific ethics.	5.625 x 4 = 22.5		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
3	Cartography	CPL 3	Sub-CPMK 1: Able to master basic cartography concepts, including types of maps, projection systems, and map scales, and apply them in learning in an effective and easy-to-understand way.	5.625 x 4 = 22.5	135	135/45 = 3 credits
		CPL 5	Sub-CPMK 2: Able to prepare thematic maps by considering environmental aspects to support geospatial learning.	5.625 x 4 = 22.5		
			Sub-CPMK 3: Able to apply digital cartography technology in the development of learning media, such as interactive maps, to support critical and in-depth geospatial teaching.	5.625 x 4 = 22.5		
			Sub-CPMK 4: Able to analyze and interpret topographic maps (such as hydrological and vegetation maps) to support research in environmental conservation and disaster management by following the principles of scientific ethics.	5.625 x 4 = 22.5		
		CPL 6	Sub-CPMK 5: Able to analyze and interpret topographic maps (such as hydrological and vegetation maps) to support research in environmental conservation and disaster management by following the principles of scientific ethics.	5.625 x 4 = 22.5		
			Sub-CPMK 6: Able to analyze maps to produce innovative, inclusive, and based decisions based on environmental approaches that are in accordance with	5.625 x 2 = 11.2		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			the concept of disaster management.			
		CPL 7	Sub-CPMK 7: Able to utilize maps with modern technology for spatial analysis in a systematic and humane manner	5.625 x 2 = 11.25		
4	Remote Sensing & Image Interpretation	CPL 3	Sub-CPMK 1: Able to master the basic concepts of remote sensing, such as sensor system components and various image resolutions, and apply them in the context of geography learning.	5.625 x 2 = 11.25	135	135/45 = 3 credits
			Sub-CPMK 2: Able to utilize visual and digital image interpretation techniques to convey learning materials about the environment and disasters appropriately and effectively.	5.625 x 2 = 11.25		
		CPL 5	Sub-CPMK 3: Able to apply remote sensing in environmental and disaster analysis innovatively.	5.625 x 2 = 11.25		
			Sub-CPMK 4: Able to develop remote sensing-based learning media, such as satellite imagery or thermal imagery, to support critical and contextual teaching related to the environment and disasters.	5.625 x 2 = 11.25		
			Sub-CPMK 5: Able to utilize image analysis software to develop deep and data-driven learning applications.	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 6	Sub-CPMK 6: Able to use remote sensing to interpret digital and visual images in the context of environmental and disaster management, as well as apply scientific ethical principles in data analysis.	5.625 x 4 = 22.5		
			Sub-CPMK 7: Able to integrate different types of remote sensing imagery for conservation-based research.	5.625 x 4 = 22.5		
			Sub-CPMK 8: Able to test the accuracy of image interpretation to ensure accuracy in remote sensing-based research focusing on environmental conservation and disaster management.	5.625 x 4 = 22.5		
		CPL 7	Sub-CPMK 9: Able to process remote control data with spatial analysis techniques in a systematic and humane manner	5.625 x 2 = 11.25		
5	Basic Geographic Information System	CPL 3	Sub-CPMK 1: Able to master the basic concepts of GIS and apply modeling and spatial analysis to deliver geography learning materials effectively.	5.625 x 4 = 22.5	135	135/45 = 3 credits
			Sub-CPMK 2: Able to use GIS to create clear and informative digital maps as a medium to support the learning process.	5.625 x 4 = 22.5		
		CPL 5	Sub-CPMK 3: Able to work together in a team to solve spatial problems by using GIS technology collaboratively and innovatively, in the development of learning media that is environmentally friendly and sustainable.	5.625 x 4 = 22.5		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 4 : Able to process raster and vector data to produce maps and other media that support GIS-based learning.	5.625 x 3 = 16.873		
		CPL 6	Sub-CPMK 5: Able to apply spatial analysis techniques, such as overlay, buffering, and classification, for geography research based on environmental conservation and disaster management.	5.625 x 6 = 33.75		
		CPL 7	Sub-CPMK 6: Able to use geographic information systems with spatial analysis techniques in a systematic and humanist manner	5.625 x 3 = 16.875		
6	Thematic Cartography	CPL 3	Sub-CPMK 1 : Able to master the basic concepts of thematic cartography and map analysis using appropriate mapping techniques	5.625 x 2 = 11.25	90	90/45 = 2 credits
			Sub-CPMK 2: Able to use thematic maps (such as environmental maps, land use, and disasters) in teaching in an easy-to-understand and applicable way in the context of geography learning.	5.625 x 2 = 11.25		
		CPL 5	Sub-CPMK 3: Able to work collaboratively in groups to create and analyze thematic maps related to the environment and disasters, as well as apply these concepts in the development of conservation-based learning media.	5.625 x 3 = 16.875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 4: Able to apply various mapping techniques such as statistical mapping, dot mapping, and dynamic mapping to develop learning media that are relevant to environmental and disaster issues.	5.625 x 3 = 16.875		
		CPL 6	Sub-CPMK 5: Able to apply thematic map analysis (such as land use maps, environmental maps, and disaster maps) for environmental conservation and disaster management-based research with an approach that is in accordance with scientific ethical principles.	5.625 x 3 = 16.875		
		CPL 7	Sub-CPMK 6: Able to compile and use thematic maps by utilizing the latest technological tools and spatial analysis techniques.	5.625 x 3 = 16.875		
7	Digital Image Processing (P)	CPL 3	Sub-CPMK 1: Able to master basic and advanced concepts in the processing and interpretation of satellite digital images such as using guided and unguided image classification techniques for spatial analysis.	5.625 x 2 = 11.25	90	90/45 = 2 credits
			Sub-CPMK 2: Able to use image band combination algorithms (such as NDVI for vegetation and NDBI for urban) to produce clear thematic maps	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 5	Sub-CPMK 3: Able to work in a team to preprocess satellite digital image data (radiometric correction, geometric correction, image cutting, and image merging) and perform image interpretation for environmental analysis, by integrating technology for the development of learning media.	5.625 x 4 = 22.5		
			Sub-CPMK 4 : Able to develop learning media based on critical satellite image processing	5.625 x 2 = 5.625		
			Sub-CPMK 5: Able to utilize digital image interpretation to create learning applications that address issues such as air quality monitoring, land use change, and disaster mitigation.	5.625 x 2 = 5.625		
		CPL 6	Sub-CPMK 6: Able to use digital image interpretation techniques for disaster data extraction, such as image classification to detect changes in land cover, or to map disaster-prone areas.	5.625 x 2 = 5.625		
			Sub-CPMK 7: Able to apply satellite image analysis for environmental conservation-based research, such as the use of imagery for vegetation mapping or water quality monitoring, while still paying attention to scientific ethics in geospatial data processing.	5.625 x 2 = 5.625		
		CPL 7	Sub CPMK 8 Able to process digital spatial data by utilizing the latest technological tools and spatial analysis techniques.	5.625 x 1 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 10	Sub CPMK 9: Able to identify business opportunities based on market needs analysis by utilizing digital spatial data	5.625 x 1 = 5.625		
		CPL 11	Sub CPMK 10: Able to collaborate on digital innovative business models that emphasize the creation of added value in the field of geography	5.625 x 1 = 5.625		
8	<i>Environmental and Disaster Geospatial Analysis</i>	CPL 3	Sub-CPMK 1: Able to master the basic and advanced concepts of remote sensing and GIS to deliver learning materials about the environment and disasters in an appropriate and effective way.	5.625 x 1 = 5.625	90	90/45 = 2 credits
			Sub-CPMK 2 : Able to use Google Earth Engine and remote sensing imagery to analyze and present geospatial data related to land use, vegetation cover changes, and greenhouse gas emissions.	5.625 x 1 = 5.625		
		CPL 5	Sub-CPMK 3: Able to integrate GIS technology and remote sensing to analyze land use, vegetation cover, and green open space to support inclusive sustainable regional planning.	5.625 x 2 = 11.25		
			Sub-CPMK 4: Able to apply remote sensing and GIS to develop interactive learning media based on spatial data related to sustainable urban planning, disasters, and environmental monitoring.	5.625 x 1 = 5.625		
			Sub-CPMK 5: Able to use vegetation index transformation from remote sensing imagery to visualize	5.625 x 1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			and develop learning media that discusses environmental and conservation issues.			
		CPL 6	Sub-CPMK 6: Able to use remote sensing to conduct studies on greenhouse gas emissions, carbon stocks, and ecosystem service assessments in order to support environmental conservation and disaster management research.	5.625 x 2 = 11.25		
			Sub-CPMK 7: Able to apply GIS for participatory mapping in regional planning and sustainable natural resource management, while still following the principles of scientific ethics.	5.625 x 2 = 11.25		
		CPL 7	Sub CPMK 8 Able to collect, process, analyze and visualize digital spatial geospatial data by utilizing the latest technological tools and spatial analysis techniques for environmental and disaster studies	5.625 x 2 = 11.25		
		CPL 8	Sub-CPMK 9: Able to conduct careful regional analysis using remote sensing and GIS for the study of Urban Heat Island (UHI) and mapping areas vulnerable to natural disasters.	5.625 x 1 = 5.625		
			Sub-CPMK 10: Able to utilize remote sensing and GIS image data for spatial analysis related to watershed management and coastal environmental monitoring in the context of	5.625 x 1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			conservation and disaster mitigation.			
		CPL 10	Sub CPMK 11: Able to identify business opportunities based on environmental and disaster analysis	5.625 x 2 = 11.25		
		CPL 11	Sub CPMK 12: Able to collaborate on digital innovative business models that emphasize environmental and disaster studies	5.625 x 2 = 11.25		
REGIONS AND DISASTERS						
1	Introduction to Geography	CPL 3	Sub-CPMK 1: Able to show professional character through understanding concepts, approaches, geography	5.625 x 4 = 22.5	90	90/45 = 2 credits
			Sub-CPMK 2 : Able to analyze contemporary issues in environment-based geography	5.625 x 4 = 22.5		
			Sub-CPMK 3: Able to understand philosophy and analyze geographical concepts and respond to environmental and disaster issues professionally.	5.625 x 4 = 22.5		
			Sub-CPMK 4: Able to implement approaches, analysis and geographic technology to respond to environmental and disaster issues professionally.	5.625 x 4 = 22.5		
2	Regional Science	CPL 3	Sub-CPMK 1: Able to show professional character through understanding of the region, environmentally friendly regions	5.625 x1 = 5.625	90	90/45 = 2 credits
			Sub-CPMK 2 : Able to apply growth dynamics analysis innovatively	5.625 x1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 3: Able to conduct intraregional and interregional analysis appropriately and effectively	5.625 x1 = 5.625		
			Sub-CPMK 4: Able to conduct accurate analysis of regional gaps	5.625 x1 = 5.625		
		CPL 7	Sub-CPMK 5: Students are able to recognize the elements that form the region (natural, economic, social) and analyze their relationships using the concept of geography.	5.625 x1 = 5.625		
			Sub-CPMK 6: Students are able to collect spatial data (satellite imagery, maps, regional statistical data) and integrate it into a geospatial database system to analyze regional structures (center-periphery, agglomeration, connectivity) as well as land use changes.	5.625 x2 = 11.25		
		CPL 8	Sub-CPMK 7: Students are able to evaluate physical and social factors in regional structures (mountains, river flows, concentration of activities, etc.) that affect the potential for disasters and environmental degradation.	5.625 x2 = 11.25		
			Sub-CPMK 8: Students are able to use the concept of functional areas and formal areas to determine priority zones for conservation and protection of vulnerable areas.	5.625 x2 = 11.25		
			Sub-CPMK 9: Students analyze the ability of an area to support human activities and development while maintaining environmental balance and developing	5.625 x2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			strategies for land use, land use, and spatial planning based on the results of regional analysis by considering aspects of sustainability and disaster resilience.			
		CPL 9	Sub-CPMK 10: Students are able to study spatial problems such as regional inequality, development of disadvantaged areas, or land use conflicts as the basis for the formulation of research topics.	5.625 x1 = 5.625		
			Sub-CPMK 11: Students are able to process spatial and non-spatial data with statistical and geospatial devices.	5.625 x2 = 11.25		
3	Indonesia's Regional Geography & Globalization	CPL 3	Sub-CPMK 1: Students are able to systematically explain the concepts of astronomical and geographical location, topography and geology, as well as the characteristics of Indonesia's waters and hydrology, and are able to present them in the form of contextual and communicative teaching materials.	5.625 x 4 = 22.5	135	135/45 = 3 credits
			Sub-CPMK 2: Students are able to describe the distribution of Indonesian flora, fauna, and population based on the principles of regional geography, and are able to develop interactive learning media that are in accordance with the characteristics of students.	5.625 x 5 = 28.125		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 3: Students are able to identify the main regions of Indonesia (political, physical, socio-cultural, economic, biodiversity, and demographic) and develop spatial visual narratives using ICT tools (e.g. digital thematic maps, infographics) to support geography learning.	5.625 x 5 = 28.125		
			Sub-CPMK 4: Students are able to analyze the phenomenon of globalization and differences in the characteristics of developed and developing countries based on regional layout and geographical aspects, as well as convey the material through a contextual and interesting pedagogic approach.	5.625 x 5 = 28.125		
			Sub-CPMK 5: Students are able to comprehensively explain the geographical characteristics of the Americas, Asia (East, South, Middle East), and Europe and are able to compile region-based digital teaching materials that are relevant to the learning needs of the 21st century.	5.625 x 5 = 28.125		
4	Field Work Lecture 1	CPL 3	Sub-CPMK 1 : Able to master the concept, approach and object of Geography appropriately	5.625 x 2 = 11.25	90	90/45 = 2 credits
			Sub-CPMK 2 : Able to master the concept, approach of Landscape and Cultural Landscape correctly	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 3 : Able to accurately identify landscape and cultural landscape phenomena in the field	5.625 x 5 = 28.125		
			Sub-CPMK 4: Able to convey the results of field work in an academic format that is accurate and professional	5.625 x 5 = 28.125		
		CPL 5	Sub-CPMK 5: Able to master the use of geospatial technology for the critical identification of landscapes and cultural landscapes	5.625 x 2 = 11.25		
5	Field Work Lecture 2	CPL 3	Sub-CPMK 1: Able to show a professional attitude in mastering the concept and measurement of physical aspects accurately and effectively.	5.625 x 2 = 11.25	90	90/45 = 2 credits
			Sub-CPMK 2: Able to demonstrate a professional attitude in mastering the concept and measurement of social aspects appropriately and effectively.	5.625 x 2 = 11.25		
			Sub-CPMK 3: Able to demonstrate a professional attitude in mastering the concept and measurement of regional aspects appropriately and effectively.	5.625 x 2 = 11.25		
			Sub-CPMK 4: Able to demonstrate a professional attitude in mastering the concept and measurement of environmental and disaster studies appropriately and effectively.	5.625 x 2 = 11.25		
		CPL 5	Sub-CPMK 5 : Able to apply geospatial technology for regional, environmental and disaster studies	5.625 x3 = 16.875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 9	Sub-CPMK 6: Able to conduct research and present the results of regional, environmental and disaster studies in accordance with scientific ethics	5.625 x 5 = 28.125		
6	Regional Planning	CPL 3	Sub-CPMK 1: Able to show a professional attitude in mastering the Paradigm and Essence of regional planning appropriately and effectively.	5.625 x3 = 16.875	135	135/45 = 3 credits
			Sub-CPMK 2: Able to show a professional attitude in mastering the Theory of Regional Planning and Development appropriately	5.625 x3 = 16.875		
			Sub-CPMK 3: Able to master the concept and apply the stages of planning and spatial planning in Indonesia appropriately	5.625 x 4 = 22.5		
		CPL 5	Sub-CPMK 4 : Able to master the concept of geospatial technology for spatial planning	5.625 x 5 = 28.125		
		CPL 8	Sub-CPMK 5: Able to conduct RTRW evaluation for environmental conservation and disaster management.	5.625 x 5 = 28.125		
		CPL 9	Sub-CPMK 6: Able to carry out research on the development of Village and City areas	5.625 x 4 = 22.5		
7	Disaster Geography	CPL 3	Sub-CPMK 1: Students are able to explain the basic concept of disasters and their cycles and relate them to the disaster management paradigm in a systematic and communicative manner.	5.625 x 2 = 11.25	135	135/45 = 3 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 2: Students are able to compile and present teaching materials regarding the relationship between development, environmental damage, and disaster events pedagogically and based on geographical literacy.	5.625 × 2 = 11.25		
			Sub-CPMK 3: Students are able to communicate geospatial information about the distribution of global and national disasters visually (maps, graphs, digital media) to support technology-based geography learning.	5.625 × 2 = 11.25		
		CPL 6	Sub-CPMK 4: Students are able to identify causal relationships between development, environmental damage, and disasters through a critical and ethical approach to geography.	5.625 x3 = 16.875		
			Sub-CPMK 5: Students are able to describe and evaluate hazard and risk analysis methods for various types of disasters (eruptions, landslides, floods, etc.) according to the rules of geography research.	5.625 x3 = 16.875		
			Sub-CPMK 6: Students are able to analyze the institutional system of disaster management at the global and national levels comparatively and reflective of its effectiveness in the framework of environmental conservation.	5.625 x3 = 16.875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 8	Sub-CPMK 7: Students are able to conduct a spatial analysis of the distribution of disasters in the world and Indonesia and explain the geophysical and social factors that affect the types of disasters in each region.	5.625 x3 = 16.875		
			Sub-CPMK 8: Students are able to analyze the characteristics of disaster areas (symptoms, predictions, adaptations, early warning systems, preparedness, evacuation routes) based on regional typology.	5.625 x3 = 16.875		
			Sub-CPMK 9: Students are able to prepare maps and disaster risk analysis reports that include hazards, vulnerabilities, capacities, and risks spatially and applicatively for mitigation and adaptation purposes.	5.625 x3 = 16.875		
8	Disaster Education	CPL 1	Sub-CPMK 1: Able to demonstrate a collaborative, innovative, and environmentally friendly attitude in understanding disasters—including the definition, types, cycles, and new paradigms in disaster management—as well as the relationship between development, environmental damage, and disaster events, so as to develop awareness and responsibility in sustainable environmental management.	5.625 x 1 = 5.625	90	90/45 = 2 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 3	Sub-CPMK 2: able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively in analyzing the distribution of disasters in the world.	5.625 x 1 = 5.625		
			Sub-CPMK 3: able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively in analyzing the distribution of disasters in Indonesia.	5.625 x 1 = 5.625		
			Sub-CPMK 4: able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively in analyzing the role of disaster management institutions in the world and Indonesia, such as UNISDR, ISDR, BNPB, BMKG, BPBD, PMI, and Social Service.	5.625 x 1 = 5.625		
			Sub-CPMK 5: able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively	5.625 x 1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			in analyzing various hazard and disaster vulnerability analysis methods.			
		CPL 8	Sub-CPMK 6: able to conduct careful regional analysis for environmental conservation and disaster management, including in analyzing disaster vulnerability to support disaster risk mitigation and reduction efforts.	5.625 x 2 = 11.25		
			Sub-CPMK 7: able to conduct careful regional analysis for environmental conservation and disaster management, including analyzing capacity in dealing with disasters to support mitigation efforts and increase regional resilience.	5.625 x 2 = 11.25		
			Sub-CPMK 8: able to conduct careful regional analysis for environmental conservation and disaster management, including in analyzing disaster risks to support mitigation efforts and reducing disaster impacts.	5.625 x 2 = 11.25		
			Sub-CPMK 9: able to conduct careful territorial analysis for environmental conservation and disaster management, including in assessing the impact of climate change to support mitigation and adaptation efforts to environmental risks.	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 10: able to conduct careful territorial analysis for environmental conservation and disaster management, including in examining the characteristics of various types of disasters such as volcanic eruptions, floods, droughts, landslides, earthquakes, tsunamis, and tornadoes to support disaster mitigation and management efforts.	5.625 x 2 = 11.25		
10	<i>Strategic Environmental Assessment (P)</i>	CPL 3	Sub CPMK 1: Able to Show professional character in the formulation of Strategic Issues, Strategic Environmental Studies with an environmental perspective	5.625 x 2 = 11.25	90	90/45 = 2 credits
			Sub CPMK 2: Able to demonstrate a professional attitude in mastering the concept, mechanism, content and approach of Strategic Environmental Assessment as well as applying the skills of delivering learning materials appropriately and effectively.	5.625 x 2 = 11.25		
		CPL 5	Sub CPMK 3: Able to master the concept of geospatial technology for the development of the Integration of Strategic Environmental Studies in Program Plan Policies critically.	5.625 x3 = 16.875		
		CPL 6	Sub CPMK 4: Able to apply concepts, approaches and methods of community involvement-based geography research in Strategic Environmental	5.625 x3 = 16.875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Studies in accordance with scientific ethics.			
		CPL 8	Sub CPMK 5: Able to conduct a careful regional analysis for the preparation of alternatives and recommendations for strategic environmental studies	5.625 x3 = 16.875		
		CPL 9	Sub CPMK 6: Able to carry out research, present and disseminate the results of quality assurance and documentation of Strategic Environmental Studies in accordance with scientific ethics.	5.625 x3 = 16.875		
11	<i>Carrying Capacity and Environmental Carrying Capacity (P)</i>	CPL 3	Sub CPMK 1: Students are able to explain the concept of carrying capacity and environmental capacity and their relevance in regional planning and resource management.	5.625 x 1 = 5.625	90	90/45 = 2 credits
			Sub CPMK 2: Students are able to develop ecosystem service-based models (provision, arrangement, support, and culture) in environmental planning.	5.625 x 1 = 5.625		
			Sub CPMK3: Students are able to identify the impact of environmental degradation on the carrying capacity and capacity of the area.	5.625 x 2 = 11.250		
			Sub CPMK 4: Students are able to apply the method of determining carrying capacity and environmental capacity in academic studies	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			and technology-based learning.			
		CPL 5	Sub CPMK 5: Students are able to determine appropriate geospatial data for the analysis of carrying capacity and environmental capacity, such as land carrying capacity and water carrying capacity.	5.625 x 1 = 5.625		
		CPL 6	Sub CPMK 6: Students are able to apply quantitative and qualitative methods in determining the carrying capacity of water and the carrying capacity of pollutant loads.	5.625 x 1 = 5.625		
		CPL 8	Sub CPMK 7: Students are able to analyze the carrying capacity and capacity of settlements to support spatial planning based on disaster mitigation.	5.625 x 2 = 11.250		
			Sub CPMK 8: Students are able to assess the carrying capacity of agriculture in the context of food security by considering biocapacity and land suitability.	5.625 x 2 = 11.250		
			Sub CPMK 10: Students are able to map areas with low carrying capacity and provide alternative ecoregion-based planning solutions.	5.625 x 2 = 11.250		
		CPL 9	Sub CPMK 11: Students are able to conduct research, compile scientific articles and present results on environmental carrying capacity with a geospatial approach.	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
12	<i>Disaster Management (P)</i>	CPL 3	Sub-CPMK 1: Able to Show a professional character in Disaster Risk Reduction to realize a Disaster-Resilient Village/Community	$5.625 \times 2 = 11.25$	90	90/45 = 2 credits
			Sub-CPMK 2: Able to show a professional attitude in mastering the concept of the Hyogo Framework and the Sendai Framework. Disaster Management Regulations/Policies, Disaster Preparedness, Emergency Response Management and Contingency Plans, Rehabilitation and Reconstruction Management and applying the skills of delivering learning materials appropriately and effectively.	$5.625 \times 3 = 16.875$		
		CPL 5	Sub-CPMK 3: Able to master the concept of geospatial technology for the development of learning media for the study of Disaster Risk Reduction	$5.625 \times 3 = 16.875$		
		CPL 6	Sub-CPMK 4: Able to apply geographical research concepts, approaches and methods for disaster-based spatial planning studies	$5.625 \times 3 = 16.875$		
		CPL 8	Sub-CPMK 5 : Able to conduct a careful analysis of the area for the study of disaster-oriented development	$5.625 \times 2 = 16.875$		
		CPL 9	Sub-CPMK 6: Able to carry out research, present and disseminate research results based on local wisdom in disaster management and disaster early warning system	$5.625 \times 3 = 16.875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
13	<i>Disaster Risk Reduction (P)</i>	CPL 1	Sub-CPMK 1: Able to show a collaborative, innovative and environmentally insightful attitude through understanding and applying the basic concept of Disaster Risk Reduction.	5.625 × 1 = 5.625	90	90/45= 2 credits
		CPL 3	Sub-CPMK 2: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively by understanding the history of the development of Disaster Risk Reduction	5.625 × 1 = 5.625		
			Sub-CPMK 3: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively in the context of Disaster Risk Reduction in the pre-disaster stage.	5.625 × 1 = 5.625		
		CPL 5	Sub-CPMK 4: Able to master the concept of geospatial technology for the development of learning media critically in supporting Disaster Risk Reduction at the emergency response stage.	5.625 × 1 = 5.625		
		CPL 6	Sub-CPMK 5: Able to apply concepts, approaches, and methods of geography research based on environmental conservation and disaster management in accordance with scientific	5.625 × 1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			ethics in supporting Disaster Risk Reduction at the recovery stage.			
		CPL 8	Sub-CPMK 6: Able to conduct careful regional analysis for environmental conservation and disaster management in the context of Flood Disaster Risk Reduction.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 7: Able to conduct a careful analysis of the area for environmental conservation and disaster management in the context of Landslide Risk Reduction.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 8: Able to conduct a careful analysis of the area for environmental conservation and disaster management in the context of Earthquake and Tsunami Disaster Risk Reduction.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 9: Able to conduct careful regional analysis for environmental conservation and disaster management in the context of Disaster Risk Reduction of Volcanic Eruptions.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 10 : Able to conduct careful territorial analysis for environmental conservation and disaster management in the context of Disaster Risk Reduction of Tornadoes and Forest Fires	$5.625 \times 2 = 11.25$		
14	Regional Analysis Techniques (p)	CPL 8	Sub-CPMK 1: Able to conduct a careful regional analysis for Population and Manpower Analysis	$5.625 \times 2 = 11.25$	90	$90/45 = 2$ credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 2: Able to conduct a careful analysis of the region for Economic Analysis, Economic Base, Leading Sectors and Spatial Distribution of Economic Activities	5.625 × 2 = 11.25		
			Sub-CPMK 3: Able to conduct a careful regional analysis for the study of Poverty, Income Distribution and Regional Inequality	5.625 × 2 = 11.25		
			Sub-CPMK 4: Able to conduct a careful regional analysis for Regional Spatial Structure Analysis and Service Facility Planning	5.625 × 2 = 11.25		
			Sub-CPMK 5: Able to conduct a careful analysis of the area for Regional Planning	5.625 × 2 = 11.25		
		CPL 9	Sub-CPMK 6: Able to carry out research, present and disseminate research results for the study of Determining the Level of Regional Development	5.625 × 2 = 11.25		
		CPL 10	Sub-CPMK 7: Able to carry out research, present and disseminate research results for the study of Determining the Level of Regional Development	5.625 × 2 = 11.25		
		CPL 11	Sub-CPMK 8: Analyzing the potential of natural and human resources and business opportunities in an area as the basis for geoentrepreneur-based entrepreneurship.	5.625 × 2 = 11.25		
15	Environmental Conservation Education (P)	CPL 1	Sub-CPMK 1: Able to demonstrate a resilient, collaborative, innovative, and environmentally sound character in understanding	5.625 × 2 = 11.25	90	90/45 = 2 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			and applying environmental conservation principles.			
		CPL 3	Sub-CPMK 2: Able to deliver environmental conservation education materials professionally and effectively based on geography, technology, and pedagogic concepts.	$5.625 \times 2 = 11.25$		
		CPL 5	Sub-CPMK 3: Able to master the concept of geospatial technology for the critical development of learning media through the application of Problem-Based Learning (PBL) and Project-Based Learning (PjBL) models in environmental conservation education.	$5.625 \times 2 = 11.25$		
		CPL 6	Sub-CPMK 4: Able to apply concepts, approaches, and methods of geography research based on environmental conservation and disaster management in accordance with scientific ethics through the evaluation and development of curriculum of river schools, mountain schools, coastal schools, forest schools, and marine schools.	$5.625 \times 2 = 11.25$		
PEDAGOGY						
1	Education	CPL 2	Sub-CPMK 1: Able to explain the Basic Concepts of education responsibly.	$5.625 \times 1 = 5.625$	90	90/45 = 2 credits
			Sub-CPMK 2: Able to explain the history of development and educational figures	$5.625 \times 1 = 5.625$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 3: Able to explain education As a system	$5.625 \times 2 = 11.25$		
			Sub-CPMK 4: able to explain the philosophy of education.	$5.625 \times 1 = 5.625$		
			Sub-CPMK 5: Able to integrate the perspective of Indonesian educational philosophy in learning.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 6: Able to integrate education for all	$5.625 \times 1 = 5.625$		
			Sub-CPMK 7: Able to Implement Education as Social Reform	$5.625 \times 2 = 11.25$		
			Sub-CPMK 8: Able to integrate the Quality of Human Capital, Education and Educational Institutions	$5.625 \times 2 = 11.25$		
			Sub-CPMK 9: Able to integrate the concept of Lifelong Education	$5.625 \times 1 = 5.625$		
			Sub-CPMK 10: Able to apply the principles of Psychology in Education	$5.625 \times 2 = 11.25$		
			Sub-CPMK 11: Able to project the Manifestation of Learning Outcomes	$5.625 \times 1 = 5.625$		
2	Student Development	CPL 2	Sub-CPMK 1: Able to distinguish the essence of student growth and development responsibly.	$5.625 \times 2 = 11.25$	90	90/45 = 2 credits
			Sub-CPMK 2: Able to analyze developmental theories and aspects of individual development.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 3: Able to analyze the cognitive, linguistic, moral and spiritual development of students.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 4: Able to analyze the development of emotional and psychosocial intelligence.	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 5: Able to analyze developmental tasks that must be achieved by children, adolescents, and adults adaptively.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 6: Able to distinguish the characteristics of generation Z and Alpha.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 7: Able to analyze the problem of misbehavior and non-achievement of developmental tasks in students according to their level of education.	$5.625 \times 3 = 16.87$		
			Sub-CPMK 8: Able to formulate intervention solutions that can be carried out by teachers to help the achievement of developmental tasks in learning settings.	$5.625 \times 2 = 11.25$		
3	Curriculum and Teaching Materials	CPL 2	Sub-CPMK 1: Mastering the basic concepts of the curriculum, its development, and its evaluation for adaptive and responsible learning.	$5,625 \times 11 = 61,875$	135	$135/45 = 3$ credits
		CPL 3	Sub-CPMK 2: Mastering the material and arranging Geography teaching materials innovatively, both in print and digital form, to support adaptive, integrity, and responsible learning.	$5,625 \times 10 = 61,875$		
		CPL 4	Sub-CPMK 3: develop digital teaching materials and carry out technology-based Geography learning assessments to form geocitizenship characters	$5.625 \times 1 = 5.625$		
		CPL 9	Sub-CPMK 4: Able to present and disseminate research-based teaching modules	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
4	Technology and Learning Media	CPL 2	Sub-CPMK 1: Mastering the concept and development of educational technology and its application in Geography learning.	$5,625 \times 5 = 28,125$	135	$135/45 = 3$ credits
		CPL 3	Sub-CPMK 2: Mastering the concept of media which includes production, management, evaluation, and innovation to support adaptive geography learning, integrity, and responsibility.	$5,625 \times 5 = 28,125$		
		CPL 4	Sub-CPMK 3: carry out Geography learning assessments and produce AI/AR/VR-based learning media ethically and in accordance with standards, to form geocitizenship character	$5.625 \times 2 = 11.25$		
		CPL 5	Sub-CPMK 4: Mastering the concept and development of geospatial-based educational technology	$5,625 \times 5 = 28,125$		
		CPL 9	Sub-CPMK 5: Able to present research-based learning media	$5,625 \times 5 = 28,125$		
		CPL 11	Sub-CPMK 6: able to collaborate professionally and responsibly with stakeholders in designing AI/AR/VR-based learning media ethically and in accordance with standards, to form the character of geocitizenship	$5.625 \times 2 = 11.25$		
5	Digital Classroom Management	CPL 2	Sub-CPMK 2: Able to explain the transformation of digital learning both conceptually and practically.	$5.625 \times 2 = 11.25$	90	$90/45 = 2$ credits
			Sub-CPMK 3: Able to utilize digital learning resources in remote areas, face-to-face classes and digital classes	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			responsibly and with integrity.			
			Sub-CPMK 4: Able to explain and develop creative learning based on the TPACK framework in remote classrooms, face-to-face classes and digital classes.	$5,625 \times 3 = 16,875$		
		CPL 3	Sub-CPMK 5: Able to develop learning based on the TPACK framework by utilizing the Learning Management System (LMS).	$5.625 \times 4 = 22.5$		
			Sub-CPMK 6: Able to utilize technology in learning to support research.	$5.625 \times 2 = 11.25$		
		CPL 4	Sub-CPMK 7: Develop content and carry out technology-based Geography learning assessments to form geocitizenship characters	$5.625 \times 1 = 5.625$		
6	Inclusive Education	CPL 2	Sub-CPMK 1: Able to explain the basic concept of students with special needs.	$5.625 \times 2 = 11.25$	90	90/45 = 2 credits
			Sub-CPMK 2: Able to explain the concept of students with special needs with physical, sensory, intellectual, emotional, social, behavioral, and students with the potential for intelligence and special talents.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 3: Able to analyze education services for Children with Special Needs (segregated, mainstreaming and inclusion) adaptively.	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 4: Able to analyze the concept and implementation of Inclusive Education (service model, implementation, support system and role of various parties in Inclusive Education) responsibly.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 5: Able to analyze and present curriculum accommodations (regular, special and adapted) for students with special needs responsibly.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 6: Able to analyze and present learning and assessment accommodations in inclusive education (learning accommodation and assessment of each special need) as well as adaptive assistive technologies.	$5,625 \times 3 = 16,875$		
			Sub-CPMK 7: analyze and present inclusive environmental accessibility (definition, objectives and standards of accessible environments).	$5,625 \times 1 = 5,625$		
		CPL 4	Sub-CPMK 8: able to carry out technology-based Geography learning assessments that are oriented towards the formation of geocitizenship characters and design research in inclusive education	$5.625 \times 1 = 5.625$		
7	Geography Learning Strategies	CPL 1	Sub-CPMK 1: able to show a resilient, collaborative, innovative, inclusive, pluralist, healthy lifestyle, and environmentally friendly character in designing and implementing effective learning in the 21st century	$5.625 \times 1 = 5.625$	90	$90/45 = 2$ credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			according to the principles of the Independent Curriculum			
		CPL 2	Sub-CPMK 2: Mastering the theoretical concepts of education and learning theory and applying them in learning in an adaptive, integrity, and responsible manner.	$5.625 \times 1 = 5.625$		
			Sub-CPMK 3: Mastering the theoretical concepts of education and the relationship between learning models, approaches, strategies, methods, techniques, and tactics, and applying them in learning in an adaptive, integrity, and responsible manner.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 4: Able to master theoretical concepts of education and approaches in learning and apply them adaptively, with integrity, and responsibility.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 5: Mastering the theoretical concepts of education and models and methods in learning and applying them in an adaptive, integrity, and responsible manner	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 3	Sub-CPMK 6: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively by using various strategies in learning	$5.625 \times 2 = 11.25$		
			Sub-CPMK 7: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively by utilizing icebreaking in learning.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 9: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively through mapping the application of learning strategies and models in geography subjects.	$5.625 \times 2 = 11.25$		
8	Geography Learning Evaluation	CPL 3	Sub-CPMK 1: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively by understanding the basic	$5,625 \times 1 = 5,625$	90	$90/45 = 2$ credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			concepts of learning evaluation			
			Sub-CPMK 2: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively by understanding the realm of competencies and taxonomy of learning and evaluation.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 3: Able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively by understanding the types and forms of assessment.	$5.625 \times 2 = 11.25$		
		CPL 4	Sub-CPMK 4: Able to carry out diagnostic assessments in geography learning to form a technology-based geocitizenship character.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 5: Able to carry out authentic assessments or classroom-based assessments in geography learning to form the character of technology-based geocitizenship.	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 6: Can carry out HOTS-oriented geography learning assessments and 21st century skills to form technology-based geocitizenship characters.	5.625 × 2 = 11.25		
			Sub-CPMK 7: Able to carry out geography learning assessments to form the character of technology-based geocitizenship by following the procedure for preparing evaluation instruments.	5.625 × 2 = 11.25		
		CPL 9	Sub-CPMK 8: Able to carry out research, present, and disseminate research results through scientific publications in accordance with scientific ethics by measuring the quality of instruments and learning outcomes.	5.625 × 2 = 11.25		
			Sub-CPMK 9: Able to carry out research, present, and disseminate research results through scientific publications in accordance with scientific ethics by processing and utilizing learning results.	5.625 × 2 = 11.25		
9	Education Profession	CPL 1	Sub-CPMK 1: Able to show a resilient, collaborative, innovative, inclusive, pluralist, healthy lifestyle, and environmentally friendly character in accordance with professional ethics and codes of ethics.	5,625 × 1 = 5,625	90	90/45 = 2 credits
			Sub-CPMK 2: Able to show a resilient, collaborative, innovative, inclusive, pluralist, healthy lifestyle, and environmentally friendly character in facing the	5,625 × 1 = 5,625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			challenges of teachers in the digital era.			
			Sub-CPMK 3: Able to show a strong, collaborative, innovative, inclusive, pluralist, healthy lifestyle, and environmentally friendly character as a teacher who plays a role in digital leadership.	$5,625 \times 1 = 5,625$		
		CPL 2	Sub-CPMK 4: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner in accordance with the nature of the teaching profession.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 5: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner according to the teacher's competence.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 6: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner to realize teacher professionalism.	$5,625 \times 1 = 5,625$		
			Sub-CPMK 7: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner in accordance with the role in professional organizations.	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 8: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner in accordance with global education policy reforms.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 9: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner in accordance with Indonesia's education policy reform.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 10: Mastering the theoretical concepts of education and applying them in learning in an adaptive, integrity, and responsible manner in accordance with modern education management.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 11: Mastering the theoretical concept of education and applying it in learning in an adaptive, integrity, and responsible manner in accordance with the regulations of the teacher profession.	$5.625 \times 1 = 5.625$		
		CPL 4	Sub-CPMK 12: Able to carry out technology-based Geography learning assessments to form geocitizenship characters in accordance with teacher professional regulations.	$5.625 \times 1 = 5.625$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
10	Geography Learning Planning	CPL 3	Sub-CPMK 1: Able to understand The characteristics of learning planning must be designed to support educators in being able to demonstrate a professional attitude in mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively.	$5,625 \times 3 = 16,875$	90	90/45 = 2 credits
			Sub-CPMK 2: Able to analyze the principles and components of learning tools play a role in forming professional educators in mastering the concepts of geography, technological literacy, and pedagogical science, as well as delivering material effectively	$5,625 \times 3 = 16,875$		
			Sub-CPMK 3: Able to analyze Analysis of learning outcomes in geography must include the ability to carry out learning assessments aimed at forming a technology-based geocitizenship character	$5,625 \times 3 = 16,875$		
		CPL 4	Sub-CPMK 4: Able to prepare ATP in geography learning must accommodate technology-based assessments to form geocitizenship characters	$5,625 \times 3 = 16,875$		
			Sub-CPMK 5: Being able to accommodate geography teaching modules needs to accommodate technology-based assessments to form the character of geocitizenship	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
11	Microlearning	CPL 2	Sub-CPMK 1: Able to understand the basic concept of microteaching	5.625 x 2 = 11.250	90	90/45 = 2 credits
			Sub-CPMK 2: Able to practice the skills of opening and closing learning, explaining, providing reinforcement, asking questions	5.625 x 3 = 16.875		
		CPL 3	Sub-CPMK 3: Able to practice classroom management skills, hold variations, guide discussions, and teach individual groups.	5.625 x 4 = 22.5		
		CPL 4	Sub-CPMK 4: Able to practice geography learning assessment	5.625 x 2 = 11.250		
		CPL 5	Sub-CPMK 5: Able to produce learning media using geospatial technology that is in accordance with the teaching material.	5.625 x 3 = 16.875		
		CPL 9	Sub-CPMK 6: Able to produce learning modules	5.625 x 2 = 11.250		
12	Geography Learning Multimedia (P)	CPL 3	Sub-CPMK 1: Able to design effective learning multimedia includes principles that support the professionalism of educators in mastering the concepts of geography, technological literacy, and pedagogical science, as well as the skills to convey material effectively.	5.625 x 1 = 5.625	90	90/45 = 2 credits
		CPL 5	Sub-CPMK 2: Being able to master the concept of geospatial technology must be combined with skills in programming languages (coding) to develop learning media critically and innovatively	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 3: Able to critically analyze geospatial technology concepts for the development of learning media must be integrated in synchronous and asynchronous learning modes to support an effective and flexible learning process	5.625 x 2 = 11.250		
			Sub-CPMK 4: Able to master the concept of geospatial technology applied in the development of animations for geography learning to create critical, interactive, and innovative learning media	5.625 x 2 = 11.250		
			Sub-CPMK 5: Able to apply the concept of geospatial technology applied in photography for geography learning to develop critical, innovative, and visual data-based learning media	5.625 x 2 = 11.250		
		CPL 9	Sub-CPMK 6: Able to develop a Learning Management System (LMS) to support the implementation of research, presentation, and dissemination of research results through scientific publications in accordance with scientific ethics	5.625 x 1 = 5.625		
			Sub-CPMK 7: Able to design multimedia scripts to support the implementation of research, presentation, and dissemination of research results through scientific publications in accordance with scientific ethics	5.625 x 1 = 5.625		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 8: Able to design multimedia evaluation of geography learning which includes aspects of research, presentation, and dissemination of research results through scientific publications in accordance with scientific ethics	$5.625 \times 1 = 5.625$		
			Sub-CPMK 9: Able to design a Multimedia Project Plan to support the implementation of research, presentation, and dissemination of research results through scientific publications in accordance with scientific ethics	$5.625 \times 1 = 5.625$		
		CPL 10	Sub-CPMK 10: able to master the concept of entrepreneurship theory and prepare multimedia project plans to implement geoentrepreneur-based entrepreneurship programs	$5.625 \times 1 = 5.625$		
		CPL 11	Sub-CPMK 11: Able to collaborate professionally and responsibly with stakeholders in compiling and managing multimedia project plans for the development of geoentrepreneur-based products or services	$5.625 \times 1 = 5.625$		
13	Education / Psychology (P)	CPL 2	Sub-CPMK 1: mastering the theoretical concepts of education and educational psychology and being able to apply them adaptively, integratively, and responsibly in learning practices	$5.625 \times 2 = 11.250$	90	$90/45 = 2$ credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 3	Sub-CPMK 2: Able to master the basic concepts of educational psychology and the application of educational psychology as a problem-solving approach must support educators in showing a professional attitude, mastering the concepts of geography, technological literacy, and pedagogic science, and applying the skills of delivering learning materials appropriately and effectively	5.625 x 2 = 11.250		
			Sub-CPMK 3: Able to understand developmental theories, such as Piaget's theory of cognitive development and Erikson's theory of personal and social development, must support educators in showing a professional attitude, mastering the concepts of geography, technological literacy, and pedagogical science, and applying the skills of delivering learning materials appropriately and effectively	5.625 x 2 = 11.250		
			Sub-CPMK 4: Able to analyze moral learning that supports educators in showing a professional attitude by mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively	5.625 x 2 = 11.250		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 5: Able to understand processing theories and information management strategies that support educators in demonstrating a professional attitude by mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively	5.625 x 2 = 11.250		
			Sub-CPMK 6: Able to analyze humanist education that supports educators in showing a professional attitude by mastering the concepts of geography, technological literacy, and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively with a student-centered approach	5.625 x 2 = 11.250		
		CPL 4	Sub-CPMK 7: Able to analyze meaningful learning with a cognitive perspective to support the assessment of geography learning in shaping the character of technology-based geocitizenship.	5.625 x 2 = 11.250		
			Sub-CPMK 8: Able to categorize students' ability to support geography learning assessments in shaping technology-based geocitizenship characters	5.625 x 2 = 11.250		
15	Guidance and Counseling	CPL 2	Sub-CPMK 1: Able to explain the urgency of Guidance and Counseling in early childhood education,	5.625 x 2 = 11.25	90	90/45 = 2 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			primary and secondary education.			
			Sub-CPMK 2: Able to master the theoretical concept of comprehensive guidance and counseling in early childhood education, primary and secondary education.	$5.625 \times 6 = 33.75$		
			Sub-CPMK 3: Able to master the management of Guidance and Counseling services in early childhood education, primary and secondary education.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 4: Able to describe techniques and stages of identifying the level of achievement of development and problems of students.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 5: Able to apply the stages of achievement of developmental tasks and handling of student problems in an adaptive and responsible manner.	$5.625 \times 4 = 22.5$		
16	Introduction to the School Field (PLP)	CPL 1	Sub-CPMK 1: Able to develop communication, collaboration, and leadership skills in the school environment by demonstrating a resilient, inclusive, and innovative character.	$5.625 \times 8 = 45$	180	180/45 = 4 credits
		CPL 2	Sub-CPMK 2: Able to identify the structure and culture of the school, the education management system, as well as the roles and responsibilities of educators in the school environment in a professional and ethical manner.	$5,625 \times 5 = 28,125$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 3	Sub-CPMK 3: Able to observe and analyze learning strategies and classroom management practices in schools in various learning conditions.	$5,625 \times 3 = 16,875$		
		CPL 4	Sub-CPMK 4: Able to carry out learning assessment in schools	$5.625 \times 2 = 11.250$		
		CPL 5	Sub-CPMK 5: Able to design and adapt case study-based learning models and team-based project learning that utilizes digital technology and integrates sustainability values in the learning process.	$5.625 \times 8 = 45$		
		CPL 9	Sub-CPMK 6: Able to systematically document and reflect on PLP experiences and compile field practice reports that contribute to professional development as prospective Geography educators	$5.625 \times 6 = 33.75$		

PERSONALITY DEVELOPMENT

1	Religious Education	CPL 1	Sub CPMK 1: Able to analyze and present the results of the study of religious scriptures and contextualize them in modern life and the challenges of globalization.	$5.625 \times 2 = 11.25$	90	90/45 = 2 credits
			Sub CPMK 2: Able to explain the history of the development of the religion it adheres to and formulate the role of religion in building unity, harmony, and peace in Indonesia.	$5.625 \times 2 = 11.25$		
			Sub CPMK 3: Able to formulate the contribution of religious teachings in the development of world civilization and the role of	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			religious institutions in building community welfare.			
			Sub CPMK 4: Able to design and implement humanitarian projects based on the noble values of religious teachings that emphasize social concern, justice, and sustainability.	$5,625 \times 3 = 16,875$		
		CPL 2	Sub CPMK 5: Able to make a comprehensive description and analysis of the main teachings in the religion they adhere, including ethical, moral, and spiritual values in forming a person with noble character.	$5.625 \times 1 = 5.625$		
			Sub CPMK 6: Able to examine the relevance of religious teachings in the context of modernity, cultural diversity, and state life based on national values.	$5.625 \times 2 = 11.25$		
			Sub CPMK 7: Able to design arguments about the urgency of religious moderation and analyze indicators of religious moderation and its implementation in social life, both at the local and global levels.	$5.625 \times 2 = 11.25$		
			Sub CPMK 8: Able to present the results of humanitarian projects and provide constructive feedback as well as reflect on real action-based learning in religious life.	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
2	São Paulo	CPL 1	Sub CPMK 1: Able to analyze the dynamics of the development of Pancasila in the context of Indonesian history and its role in shaping national identity.	$5,625 \times 3 = 16,875$	90	$90/45 = 2$ credits
			Sub CPMK 2: Able to identify and examine the role of Pancasila values in shaping ethical norms in social, political, and government life in Indonesia.	$5,625 \times 3 = 16,875$		
			Sub CPMK 3: Able to connect Pancasila with character education in Indonesia and formulate the implementation of Pancasila values in building a civilized and just society	$5.625 \times 4 = 22.5$		
		CPL 2	Sub CPMK 4: Able to explain the philosophical, historical, sociological, and juridical foundations of Pancasila as the basis of the state and national ideology in the life of the nation and state.	$5,625 \times 3 = 16,875$		
			Sub CPMK 5: Able to evaluate the values of Pancasila as a source of legal norms in the legal system in Indonesia and its relation to the constitution and laws and regulations.	$5,625 \times 3 = 16,875$		
3	Nationality	CPL 1	Sub CPMK 1: Able to show constitutional attitudes and behaviors in the life of the State.	$5.625 \times 2 = 11.25$	90	$90/45 = 2$ credits
			Sub CPMK 2: Displaying democratic attitudes and behaviors.	$5.625 \times 2 = 11.25$		
			Sub CPMK 3: Support the promotion and protection of human rights in the Indonesian legal state.	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub CPMK 4: Analyze and show behaviors that support national insight and resilience in the global community.	$5,625 \times 3 = 16,875$		
		CPL 2	Sub CPMK 5: Understand the conceptual framework of civic education in higher education.	$5.625 \times 2 = 11.25$		
			Sub CPMK 6: Supporting Indonesia's national identity and integration.	$5.625 \times 2 = 11.25$		
			Sub CPMK 7: Displaying behavior that reflects the obligations and rights of citizens.	$5.625 \times 2 = 11.25$		
4	Entrepreneurship	CPL 1	Sub CPMK 1: Able to create and evaluate prototypes of business products or services based on innovation and sustainability, as well as test market feasibility through simple trials.	$5.625 \times 4 = 22.5$	90	90/45 =2 credits
		CPL 10	Sub CPMK 2: Able to explain the basic concepts of entrepreneurship, characteristics of entrepreneurs, and approaches to innovation theory in entrepreneurship, with emphasis on the role of technology and sustainability in modern business	$5.625 \times 2 = 11.25$		
			Sub CPMK 3: Able to identify business opportunities based on market needs analysis, industry trends, and business feasibility studies by considering social and environmental impacts.	$5.625 \times 2 = 11.25$		
			Sub CPMK 4: Able to prepare simple financial planning for a startup business	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 11	Sub CPMK 5: Able to design innovative business models that emphasize sustainability-based added value creation in the field of geography	$5.625 \times 2 = 11.25$		
			Sub CPMK 6: Able to develop business proposals that can be submitted to various funding programs, such as Entrepreneurship PKM Proposals or other business competitions.	$5,625 \times 3 = 16,875$ hours		
5	Entrepreneur Geography (P)	CPL 1	Sub-CPMK 1 : Students can collaborate in teams to develop and manage geospatial-based products or services by considering diversity, inclusivity, and environmental sustainability.	$5.625 \times 2 = 11.25$	90	90/45 = 2 credits
			Sub-CPMK 2: Students can maintain the sustainability of the geoentrepreneur business by paying attention to social and environmental aspects in accordance with religious teachings.	$5,625 \times 3 = 16,875$		
		CPL 2	Sub-CPMK 3: Students can apply the basic concepts of entrepreneurship in the context of geospatial and geoentrepreneurship to develop adaptive and responsible learning programs.	$5.625 \times 2 = 11.25$		
			Sub-CPMK 4: Students can prepare and develop geospatial business proposals with integrity and ethical approach, as well as adapt to relevant market trends in the field of geospatial technology-based entrepreneurship.	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 10	Sub-CPMK 5: Students can master entrepreneurship theory and apply it in the development of geospatial-based business programs, such as the use of geospatial data in market analysis, product development, and marketing strategies.	$5,625 \times 3 = 16,875$		
		CPL 11	Sub-CPMK 6: Students can develop a business plan based on geopreneurship effectively, taking into account aspects of sustainability and business ethics that support sustainable business development in the digital era.	$5,625 \times 3 = 16,875$		
6	Student Internship College	CPL 1	Sub CPMK 1: Able to show collaborative and innovative character in the business world and the industrial world	$5.625 \times 8 = 45$	135	$135/45 = 3$ credits
		CPL 7	Sub CPMK 2: Able to collect, process, analyze, and visualize geospatial data using cutting-edge technology in the business world and the industrial world	$5.625 \times 8 = 45$		
		CPL 8	Sub CPMK 3: Able to conduct regional analysis in the industrial/institutional world for environmental conservation and disaster management	$5.625 \times 8 = 45$		
		CPL 10	Sub-CPMK 5: Students can master entrepreneurship theory and apply it in the world of industry/institutions for environmental conservation and disaster management	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 11	Sub-CPMK 6 : Students can develop a business plan based on geopreneurship effectively in the industrial/institutional world for environmental conservation and disaster management	$5.625 \times 2 = 11.25$		
7	Real Work Lectures	CPL 1	Sub CPMK 1: Able to carry out the activity plan that has been designed through empowerment/mentoring/education activities to the community by showing an attitude of cooperation, tolerance, upholding human values based on existing morals and ethics	$5.625 \times 8 = 45.$	135	135/45 = 3 credits
		CPL 2	Sub CPMK 2: Able to identify problems in the community and propose a program of service activities to solve these problems	$5.625 \times 8 = 45.$		
			Sub CPMK 3: Able to compile reports on KKN activities and publish them	$5.625 \times 8 = 45.$		
RESEARCH SUPPORT						
1	English	CPL 1	Sub CPMK 1: Able to understand the history, position, function, and process of standardization and development of Indonesian as a scientific language in an academic context.	$5.625 \times 2 = 11.25$	90	90/45 = 2 credits
		CPL 9	Sub CPMK 2: Able to apply linguistic rules that include word selection, spelling, word absorption formation, effective sentence preparation, and coherent	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			paragraph preparation in academic communication.			
			Sub CPMK 3: Able to understand and apply the procedures for writing citations and bibliographies in accordance with scientific standards.	$5,625 \times 3 = 16,875$		
			Sub CPMK 4: Able to analyze and write various forms of scientific papers, including papers, scientific articles, and journal articles based on correct academic principles.	$5,625 \times 3 = 16,875$		
			Sub CPMK 5: Able to prepare research proposals and activity proposals with a systematic structure and based on scientific references.	$5,625 \times 3 = 16,875$		
			Sub CPMK 6: Able to conduct scientific presentations effectively by compiling systematic presentation materials and using good and correct Indonesian language.	$5,625 \times 3 = 16,875$		
2	English for Academic Purposes (EAP)	CPL 2	Sub CPMK 1: Students can explain the concepts and characteristics of EAP.	$5.625 \times 1 = 5.625$	90	90/45 = 2 credits
			Sub CPMK 2: Students can explain the concepts and characteristics of descriptive texts, explanatory texts of procedural texts, narrative texts, report texts, exposition texts	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub CPMK 3: Students can formulate cohesive devices in descriptive texts, explanatory texts of procedural texts, narrative texts, report texts, exposition texts	$5.625 \times 4 = 22.5$		
		CPL 9	Sub CPMK 4: Students are able to formulate linguistic characteristics and reproduce descriptive texts, explanatory texts of procedural texts, narrative texts, report texts, exposition texts	$5.625 \times 4 = 22.5$		
			Sub CPMK 5: Students are able to formulate sentence structures used in descriptive texts, explanatory texts of procedural texts, narrative texts, report texts, exposition texts	$5.625 \times 4 = 22.5$		
3	Statistics	CPL 1	Sub-CPMK 1: able to demonstrate a resilient, collaborative, innovative, inclusive, pluralist, healthy lifestyle, and environmentally sound character in understanding and applying basic statistical concepts to support data-based analysis and decision-making in various scientific fields.	$5.625 \times 2 = 11.25$	90	$90/45 = 2$ credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 2	Sub-CPMK 2: Able to master theoretical concepts of education and apply them in learning in an adaptive, integrity, and responsible manner, including in understanding and applying measurement scales (nominal, ordinal, interval, ratio) as well as various measurement scale models (Likert, Guttman, Differential Semantics, Rating Scale, Thurstone) to support data analysis in educational research and evaluation.	5.625 x 2 = 11.25		
			Sub-CPMK 3: Able to master the theoretical concept of education and apply it in learning in an adaptive, integrity, and responsible manner, including in understanding and applying instrument measurements to support the evaluation and improvement of learning quality.	5.625 x 2 = 11.25		
		CPL 4	Sub-CPMK 4: able to carry out technology-based Geography learning assessments to form geocitizenship characters by using various scales and appropriate measurement models, such as nominal scales, ordinals, intervals, ratios, as well as Likert models, Guttman, semantic differential, rating scales, and Thurstone	5.625 x 2 = 11.25		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 9	Sub-CPMK 5: Able to carry out research, present, and disseminate research results through scientific publications in accordance with scientific ethics, including in the presentation of data and analysis of central tendencies and variability to support the accuracy and validity of research results.	5.625 x 3 = 16.88		
			Sub-CPMK 6: Able to carry out research, present, and disseminate research results through scientific publications in accordance with scientific ethics, including in applying classical assumption tests, such as normality tests and homogeneity tests, to ensure the validity and reliability of data in research analysis.	5.625 x 3 = 16.88		
			Sub-CPMK 7: able to carry out research, present, and disseminate research results through scientific publications in accordance with scientific ethics, including in understanding and applying hypothesis testing, such as single-sample descriptive hypothesis tests and inferential statistical hypothesis tests, to ensure the validity and reliability of research results.	5.625 x 3 = 16.88		
4	Geography Research and Learning Methodology	CPL 1	Sub CPMK1: Students are able to show an innovative attitude in developing research methods that are in accordance with the characteristics of students	5.625 x 2 = 11.25	135	135/45 = 3 credits

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			and the needs of geography education.			
		CPL 2	Sub CPMK 2: Students are able to understand the definition, types, and design of research in education, including experimental research, PTK, R&D, and qualitative research.	$5.625 \times 2 = 11.25$		
			Sub CPMK 3: Students are able to analyze problems in geography learning and formulate research problems in accordance with the rules of educational research.	$5.625 \times 2 = 11.25$		
			Sub CPMK 4: Students are able to apply data collection and analysis techniques in educational research accurately and responsibly.	$5.625 \times 2 = 11.25$		
			Sub CPMK 5: Students are able to prepare proposals and reports on experimental research and PTK in accordance with academic standards.	$5.625 \times 2 = 11.25$		
			Sub CPMK 6: Students are able to show an attitude of integrity in conducting educational research by upholding academic honesty and scientific ethics.	$5.625 \times 2 = 11.25$		
		CPL 4	Sub CPMK 7: Students are able to develop assessment instruments based on classroom action research to improve the geocitizenship character of students.	$5.625 \times 2 = 11.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub CPMK 8: Students are able to design R&D-based research to develop innovative geography learning media.	$5.625 \times 2 = 11.25$		
		CPL 7	Sub CPMK 9: Students are able to collect, process, analyze, and visualize geospatial data for geography research and learning	$5.625 \times 2 = 11.25$		
		CPL 9	Sub CPMK 10: Students are able to compile scientific articles based on the results of geography education research and present them in academic forums.	$5,625 \times 3 = 16,875$		
			Sub CPMK 11: Students are able to critically analyze research data and present research findings in the form of systematic reports in scientific forums	$5,625 \times 3 = 16,875$		
5	Geography Research Methodology	CPL 1	Sub-CPMK 1: Students can integrate the results of geography research in solving social and environmental problems in an innovative way, as well as consider diversity in geography research methodologies.	$5.625 \times 2 = 11.25$	135	135/45 = 3 credits
		CPL 2	Sub-CPMK 2: Students can develop and prepare geography research proposals in accordance with academic standards.	$5.625 \times 2 = 11.25$		
		CPL 6	Sub-CPMK 4: Students can apply the concept and methodology of geography research in the study of environmental conservation and disaster management, by using a systematic, scientific, and ethical approach to research.	$5,625 \times 3 = 16,875$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours /credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
			Sub-CPMK 5: Students can analyze geospatial data in the context of conservation and disasters by using appropriate research tools and techniques to produce evidence-based recommendations that support environmental management.	5,625 × 3 = 16,875		
		CPL 7	Sub-CPMK 6: Students can apply geographic analysis techniques to explore problems related to the environment and disasters by utilizing the latest technological tools and spatial analysis techniques.	5,625 × 3 = 16,875		
		CPL 8	Sub-CPMK 7: Students can conduct careful territorial analysis using geography research methods and geospatial technology to analyze and solve problems related to environmental conservation and disaster management.	5,625 × 3 = 16,875		
			Sub-CPMK 8: Students can prepare a research report that describes the results of regional analysis in the context of disaster mitigation and environmental protection, with valid data and approaches.	5,625 × 3 = 16,875		
		CPL 9	Sub-CPMK 9: Students can carry out geography research with appropriate methodologies, as well as compile systematic and complete research reports, to be published in scientific forums or journals.	5,625 × 3 = 16,875		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
6	Seminar	CPL 2	Sub CPMK 1: Able to analyze and evaluate the feasibility of final project proposals based on topic novelty, theoretical or practical contributions, and suitability with sustainability issues, smart technology, and business innovation.	$5,625 \times 5 = 28,125$	90	90/45 = 2 credits
		CPL 9	Sub CPMK 2: Able to formulate and prepare a systematic final project proposal, including problem formulation, literature review, and research methodology that is in accordance with academic standards and relevant to the field of geography	$5,625 \times 5 = 28,125$		
			Sub CPMK 3: Able to present and defend final project proposals in academic seminar forums with logical, data-based, and open to criticism and constructive input.	$5.625 \times 6 = 33.75$		
7	Final Project	CPL 1	Sub CPMK 4: Able to manage the final project preparation process independently by showing a tough, innovative, collaborative, and integrity character in each stage.	$5.625 \times 9 = 50.625$	270	270/45 = 6 credits
		CPL 2	Sub CPMK 5: Able to design and compile final projects in the form of thesis, solution-based projects, or prototype development by applying the principles of sustainability, smart technology, and entrepreneurial innovation.	$5.625 \times 10 = 56.25$		

Yes	MK Name	CPL charged to the Constitutional Court	Indicators of Learning Outcomes of MK	Length of CPL achievement time (hours/credits)	Total (hours/credits)	Convert to credits
			(Sub-CPMK)	(2.83hrs/credits)		
		CPL 9	Sub CPMK 6: Able to integrate theories and research methods in the preparation of final projects in accordance with academic standards and real needs in the field of Geography Education.	$5.625 \times 10 = 56.25$		
			Sub CPMK 7: Able to develop research-based solutions or technological innovations to solve problems in Geography Education professionally and ethically.	$5.625 \times 9 = 50.625$		
			Sub CPMK 8: Able to present, disseminate, and document the results of the final project in an argumentative and systematic manner, as well as provide constructive feedback for further development.	$5.625 \times 10 = 56.25$		

6.2. Course and CPL Relationship

Table.6.2. Matrix of Course Relationships and CPL /PLO

Yes	Courses		Credits	Learning Outcomes													
	Code	Name		1	2	3	4	5	6	7	8	9	10	11			
Semester 1																	
Mandatory																	
1	02063122005	Education	2		✓												
2	02063122004	Student Development	2		✓												
3	02063122009	Education Profession	2	✓	✓		✓										
4	02063122019	Geography of the Landscape	4			✓											
5	02063122031	Geospatial Information Technology	2			✓		✓	✓								
6	02063122033	Cartography	3			✓		✓	✓	✓							
7	02063122026	Human Geography and Social Dynamics	3	✓		✓											
8	02063122037	Introduction to Geography	2			✓											
9	02063110005	EAP	0		✓								✓				
Sub Amount of Credits			20	2	4	5	1	2	2	1	0	1	0	0	0	0	
Semester 2																	
Mandatory																	
10	02063222008	Digital Classroom Management	2		✓	✓	✓										
11	02063222007	Inclusive Education	2		✓		✓										
12	02063223020	Hydroclimatology	3			✓			✓	✓							
13	02063223032	Squirt	3			✓		✓	✓								
14	02063224027	Demographics and Geography of the Population	4			✓				✓	✓						
15	02063212001	Religious Education	2	✓	✓												

Yes	Courses		Credits	Learning Outcomes										
	Code	Name		1	2	3	4	5	6	7	8	9	10	11
16	02063212003	Nationality	2	✓	✓									
17	02063212004	English	2	✓								✓		
Sub Amount of Credits			20	3	4	4	2	1	2	2	1	1	0	0
Semester 3														
Mandatory														
18	02063123010	Curriculum and Teaching Materials	3		✓	✓	✓					✓		
19	02063112006	Counseling Guidance	2		✓									
20	02063123021	Soil Geography	3			✓								
21	02063123022	Coastal Geography and Management of Small Islands	3			✓			✓	✓	✓			
22	02063123034	Remote Sensing & Image Interpretation	3			✓		✓	✓	✓				
23	02063124028	Geography of Villages, Cities and Digital Spaces	4			✓				✓	✓	✓		
24	02063122038	Regional Science	2			✓				✓	✓	✓		
25	02063122039	Fieldwork Lecture ✓	2			✓		✓						
26	02063112003	Entrepreneurship	2	✓									1	1
Sub Amount of Credits			24	1	2	7	1	2	2	4	3	3	1	1
Semester 4														
Mandatory														
27	02063223011	Technology and Learning Media	3		✓	✓	✓	✓				✓		✓
28	02063222012	Geography Learning Strategies	2	✓	✓	✓								
29	02063222023	Geology Geomorphology Indonesia	2			✓			✓	✓	✓			
30	02063222025	Environmental Geomorphology	2	✓		✓								
31	02063223035	Basic Geographic Information System	3			✓		✓	✓	✓				

Yes	Courses		Credits	Learning Outcomes										
	Code	Name		1	2	3	4	5	6	7	8	9	10	11
32	02063222040	Field Work Lecture 2	2			✓		✓				✓		
33	02063223042	Disaster Geography	3			✓			✓		✓			
34	02063212002	São Paulo	2	✓	✓									
35	02063222015	Statistics	2	✓	✓		✓					✓		
36	02063223017	Geography Research Methodology	3	✓	✓				✓	✓	✓	✓		
Sub Amount of Credits			24	5	5	7	2	3	4	3	3	4	0	1
Semester 5														
Mandatory														
37	02063122013	Geography Learning Evaluation	2			✓	✓					✓		
38	02063122014	Geography Learning Planning	2			✓	✓							
39	02063122024	Land Resources Evaluation	2			✓			✓					
40	02063122036	Thematic Cartography	2			✓		✓	✓	✓				
41	02063122029	Settlement Geography	2			✓								
42	02063124030	Economic and Development Geography	4			✓							✓	✓
43	02063123041	Regional Planning	3			✓		✓			✓	✓		
Options														
44	02063132008	Geography of Ecosystems and Biodiversity (P)	2	✓		✓			✓	✓	✓			
45	02063132007	Applied Geomorphology (P)	2			✓			✓	✓	✓			
46	02063132011	Digital Image Processing (P)	2			✓		✓	✓	✓			✓	✓
47	02063132012	Geospatial Analysis of Environment and Disasters (P)	2			✓		✓	✓	✓	✓		✓	✓
48	02063132009	Tourism Geography (P)	2			✓							✓	✓
49	02063132010	Cultural Geography and Local Wisdom (P)	2			✓							✓	✓
50	02063132016	Disaster Management (P)	2			✓		✓	✓		✓	✓		

Yes	Courses		Credits	Learning Outcomes										
	Code	Name		1	2	3	4	5	6	7	8	9	10	11
Sub Amount of Credits			31	1	0	14	2	5	7	5	5	3	5	5
Semester 6														
Mandatory														
51	02063232001	Microlearning	2		✓	✓	✓	✓				✓		
52	02063223004	Watershed Management and Environmental Conservation	3			✓			✓					
53	02063223019	Indonesia's Regional Geography & Globalization	3			✓								
54	02063323001	Real Work Lectures	3	✓	✓									
55	02063223016	Geography Research and Learning Methodology	3	✓	✓		✓			✓		✓		
56	02063222018	Seminar	2		✓							✓		
Options														
57	02063232005	Geography Learning Multimedia (P)	2			✓		✓				✓	✓	✓
58	02063232013	Strategic Environmental Assessment/ KLHS (P)	2			✓		✓	✓		✓	✓		
59	02063232015	Regional Analysis Techniques (P)	2								✓	✓	✓	✓
60	02063232019	Entrepreneur Geography (P)	2	✓	✓								✓	✓
Sub Amount of Credits			24	3	5	5	2	3	2	1	2	6	3	3
Semester 7														
Mandatory														
61	02063134003	Introduction to the School Field	4	✓	✓	✓	✓	✓				✓		
62	02063132003	Disaster Education	2	✓		✓					✓			
63	02063123002	Student Internship College	3	✓						✓	✓		✓	✓
Options														

Yes	Courses		Credits	Learning Outcomes										
	Code	Name		1	2	3	4	5	6	7	8	9	10	11
64	02063132006	Educational Psychology (P)	2		✓	✓	✓							
65	02063132014	Carrying Capacity and Environmental Carrying Capacity/DDDTLH (P)	2			✓		✓	✓		✓	✓		
66	02063132017	Disaster Risk Reduction (P)	2	✓		✓		✓	✓		✓			
67	02063132018	Environmental Conservation Education (p)	2	✓		✓		✓	✓					
Sub Amount of Credits			17	5	2	6	2	4	3	1	4	2	1	1
Semester 8														
Mandatory														
68	02063256001	Final Project	6	✓	✓							✓		
Sub Amount of Credits			6	1	1	0	0	0	0	0	0	1	0	0
Total Number of CPLs				21	23	48	12	20	22	17	18	21	10	11
Prosentase CPL				30,8	33,8	70,5	17,6	29,4	32,3	2	26,4	30,8	14,7	16,1
				8	2	9	5	1	5	5	7	8	1	8

PART VII
ORGANIZATION OF STUDY PROGRAMS
(CURRICULUM MAP, CURRICULUM STRUCTURE AND TRAVEL
TIME)

7.1. The distribution of courses in categories according to the "MK Group"

The curriculum of the Geography Education Study Program is taken in eight semesters with a total load of 148 credits. The composition of the courses is designed in accordance with the provisions of the accreditation, namely:

Table 7.1. Constitutional Court Group Characteristics of University, Faculty and Personality Development

Yes	Smt	MK Code	Courses	S.S.	No CPL
1	4	02063212002	São Paulo	2	CPL 1, CPL 2
2	1	02063122004	Student Development	2	CPL 2
3	1	02063122005	Education	2	CPL 2
4	2	02063212003	Nationality	2	CPL 1, CPL 2
5	3	02063112006	Counseling Guidance	2	CPL 2
6	2	02063212001	Religious Education	2	CPL 1, CPL 2
7	2	02063222007	Inclusive Education	2	CPL 2, CPL 4
8	2	02063222008	Digital Classroom Management	2	CPL 2, CPL 3, CPL 4
9	3	02063112003	Entrepreneurship	2	CPL 1, CPL 10, CPL 11
10	1	02063122009	Education Profession	2	CPL 1, CPL 2, CPL 4
11	7	02063123002	Student Internship College	3	CPL 1, CPL 7, CPL 8, CPL 10, CPL 11
12	6	02063323001	Real Work Lectures	3	CPL 1, CPL 2
13	6	02063232019	<i>Entrepreneur Geography (P)</i>	2	CPL 1, CPL 2, CPL 10, CPL 11
				Total Credits	28
				Prosentase	17

Table 7.2. Constitutional Court Group for Geography Competency

Yes	Smt	MK Code	Courses	S.S.	No CPL
1	1	02063122019	Geography of the Landscape	4	CPL 3
2	2	02063223020	Hydroclimatology	3	CPL 3, CPL 6, CPL 7
3	3	02063123021	Soil Geography	3	CPL 3

Yes	Smt	MK Code	Courses	S.S.	No CPL
4	3	02063123022	Coastal Geography and Management of Small Islands	3	CPL 3, CPL 6, CPL 7, CPL 8
5	4	02063222023	Geology Geomorphology Indonesia	2	CPL 3, CPL 6, CPL 7, CPL 8
6	5	02063122024	Land Resources Evaluation	2	CPL 3, CPL 6
7	4	02063222025	Environmental Geomorphology	2	CPL 1, CPL 3
8	1	02063122026	Human Geography and Social Dynamics	3	CPL 1, CPL 3
9	2	02063224027	Demographics and Geography of the Population	4	CPL 3, CPL 7, CPL 8
10	3	02063124028	Geography of Villages, Cities and Digital Spaces	4	CPL 3, CPL 7, CPL 8, CPL 9
11	5	02063122029	Settlement Geography	2	CPL 3
12	5	02063124030	Economic and Development Geography	4	CPL 1, CPL 10, CPL 11
13	1	02063122031	Geospatial Information Technology	2	CPL 3, CPL 5, CPL 6
14	2	02063223032	Squirt	3	CPL 3, CPL 5, CPL 6
15	1	02063122033	Cartography	3	CPL 3, CPL 5, CPL 6, CPL 7
16	3	02063123034	Remote Sensing & Image Interpretation	3	CPL 3, CPL 5, CPL 6, CPL 7
17	4	02063223035	Basic Geographic Information System	3	CPL 3, CPL 5, CPL 6, CPL 7
18	5	02063122036	Thematic Cartography	2	CPL 3, CPL 5, CPL 6, CPL 7
19	1	02063122037	Introduction to Geography	2	CPL 3
20	3	02063122038	Regional Science	2	CPL 3, CPL 7, CPL 8, CPL 9
21	6	02063223019	Indonesia's Regional Geography & Globalization	3	CPL 3
22	3	02063122039	Field Work Lecture 1	2	CPL 3, CPL 5
23	4	02063222040	Field Work Lecture 2	2	CPL 3, CPL 5, CPL 9
24	5	02063123041	Regional Planning	3	CPL 3, CPL 5, CPL 8, CPL 9
25	5	02063132007	<i>Applied Geomorphology (P)</i>	2	CPL 3, CPL 6, CPL 7, CPL 8
26	5	02063132008	<i>Geography of Ecosystems and Biodiversity (P)</i>	2	CPL 1, CPL 3, CPL 6, CPL 7, CPL 8
27	5	02063132009	<i>Tourism Geography (P)</i>	2	CPL 3, CPL 10, CPL 11
28	5	02063132010	<i>Cultural Geography and Local Wisdom (P)</i>	2	CPL 3, CPL 10, CPL 11

Yes	Smt	MK Code	Courses	S.S.	No CPL
29	5	02063132011	<i>Digital Image Processing (P)</i>	2	CPL 3, CPL 5, CPL 6, CPL 7, CPL 10, CPL 11
30	5	02063132012	<i>Geospatial Analysis of Environment and Disasters (P)</i>	2	CPL 3, CPL 5, CPL 6, CPL 7, CPL8, CPL 10, CPL 11
31	6	02063232013	<i>Strategic Environmental Assessment/ KLHS (P)</i>	2	CPL 3, CPL 5, CPL 6, CPL 8, CPL 9
32	7	02063132014	<i>Carrying Capacity and Environmental Carrying Capacity/DDDTLH (P)</i>	2	CPL 3, CPL 5, CPL 6, CPL 8, CPL 9
33	6	02063232015	<i>Regional Analysis Techniques (P)</i>	2	CPL 8, CPL 9, CPL 10, CPL 11
Total Credits				84	
Prosentase				51	

Table 7.3. Pedagogic Course Groups

Yes	Smt	MK Code	Courses	S.S.	No CPL
1	3	02063123010	Curriculum and Teaching Materials	3	CPL 2, CPL 3, CPL 4, CPL 9
2	4	02063223011	Technology and Learning Media	3	CPL 2, CPL 3, CPL 4, CPL 5, CPL 9, CPL 11
3	4	02063222012	Geography Learning Strategies	2	CPL 1, CPL 2, CPL 3
4	5	02063122013	Geography Learning Evaluation	2	CPL 3, CPL 4, CPL 9
5	5	02063122014	Geography Learning Planning	2	CPL 3, CPL 4
6	6	02063232001	Microlearning	2	CPL 2, CPL 3, CPL 4, CPL 5, CPL 9
7	7	02063134003	Introduction to the School Field	4	CPL 1, CPL 2, CPL 3, CPL 4, CPL 5, CPL 9
8	6	02063232005	<i>Geography Learning Multimedia (P)</i>	2	CPL 3, CPL 5, CPL 9, CPL 10, CPL 11
9	7	02063132006	<i>Educational Psychology (P)</i>	2	CPL 2, CPL 3, CPL 4
Total Credits				22	
Prosentase				13	

Table 7.4. Constitutional Court Group Characteristics of Geography Education Study Program

Yes	Smt	MK Code	Courses	S.S.	No CPL
1	4	02063223042	Disaster Geography	3	CPL 3, CPL 6, CPL 8
2	7	02063132003	Disaster Education	2	CPL 1, CPL 3, CPL 8

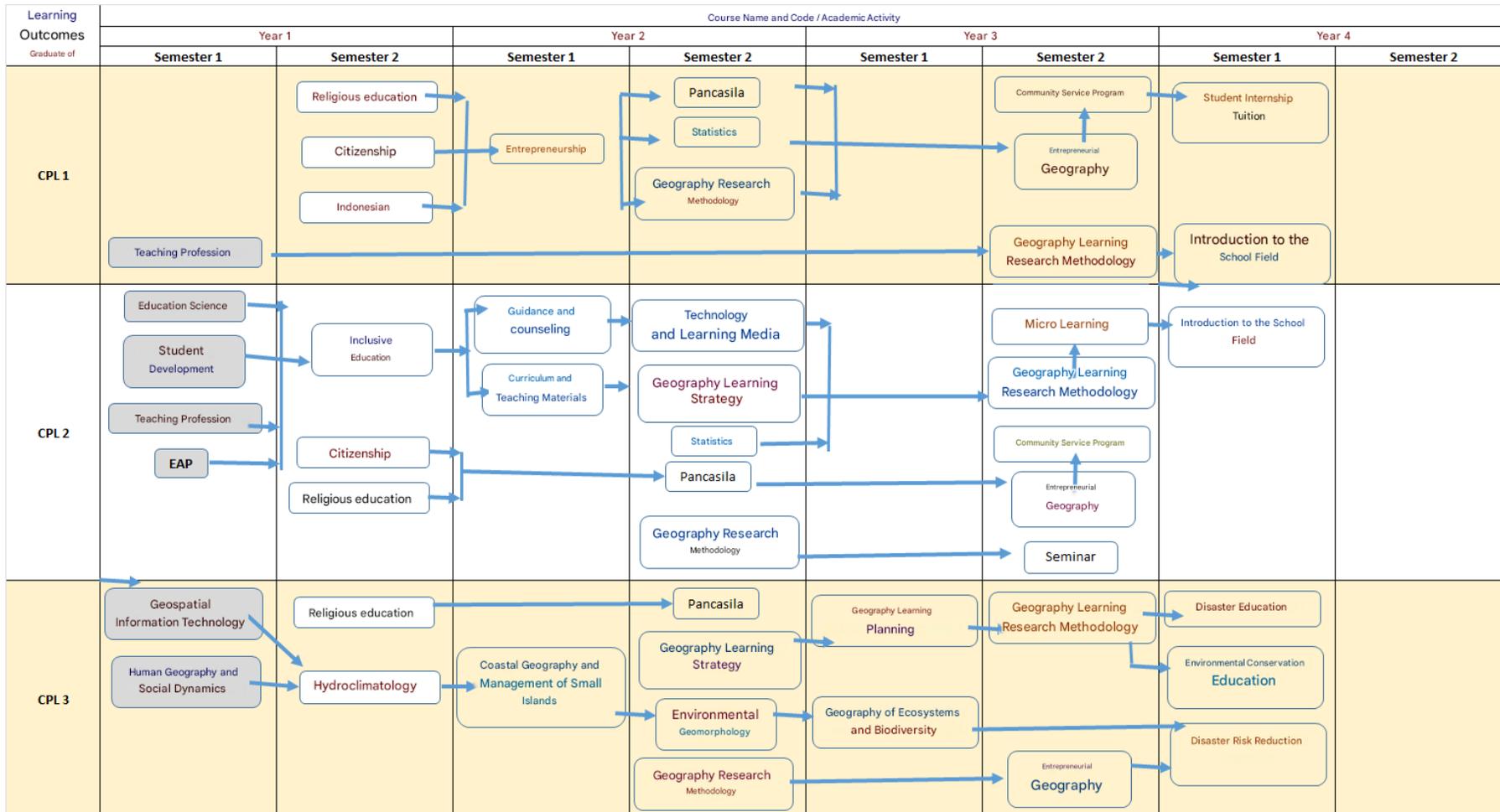
Yes	Smt	MK Code	Courses	S.S.	No CPL
3	6	02063223004	Watershed Management and Environmental Conservation	3	CPL 3, CPL 6
4	5	02063132016	<i>Disaster Management (P)</i>	2	CPL 3, CPL 5, CPL 6, CPL 8, CPL 9
5	7	02063132017	<i>Disaster Risk Reduction (P)</i>	2	CPL 1, CPL 3, CPL 5, CPL 6, CPL 8
6	7	02063132018	<i>Environmental Conservation Education (p)</i>	2	CPL 1, CPL 3, CPL 5, CPL 6
Total Credits				14	
Prosentase				8	

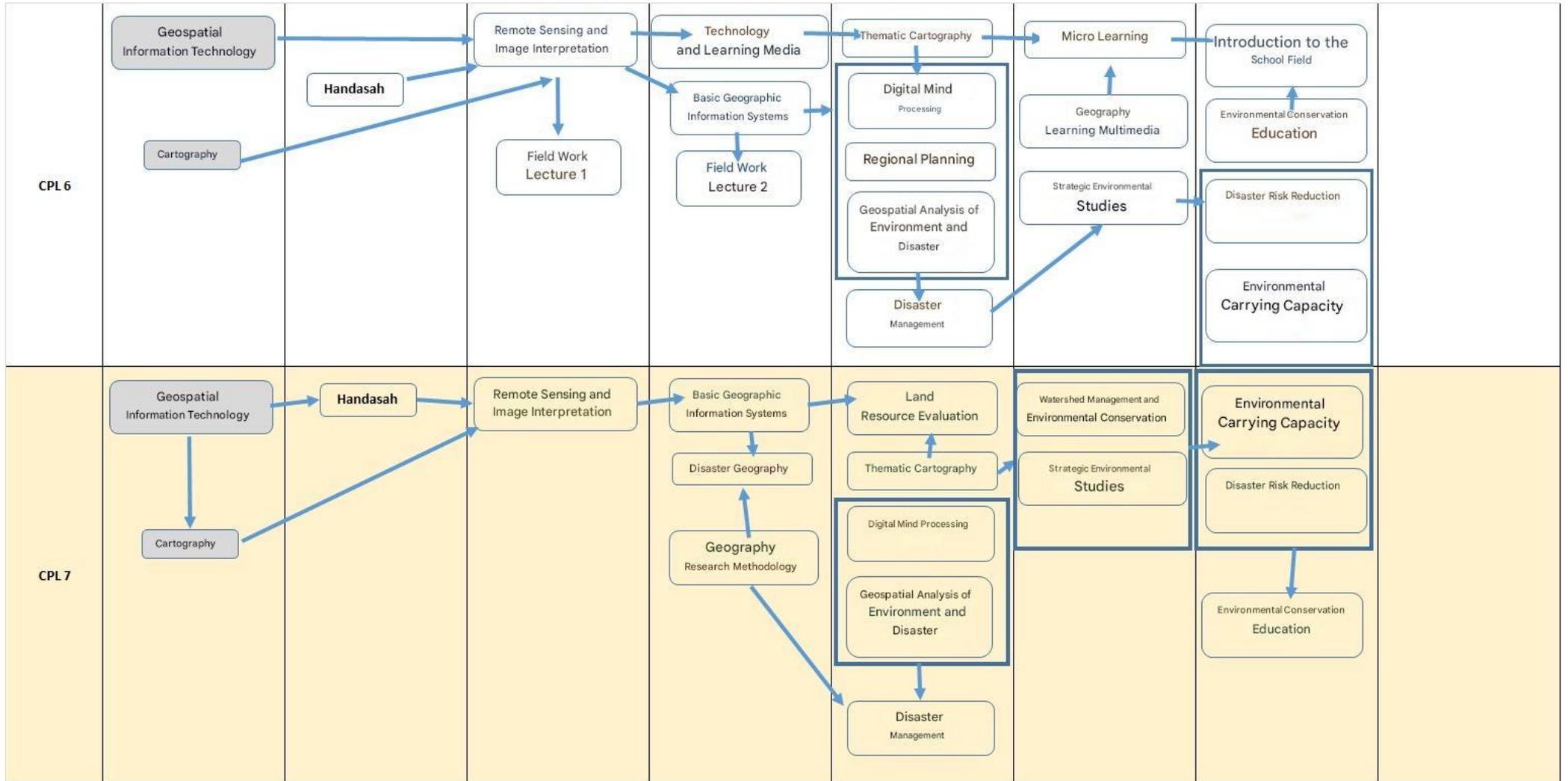
Table 7.5. Research Methodology Science Course Group

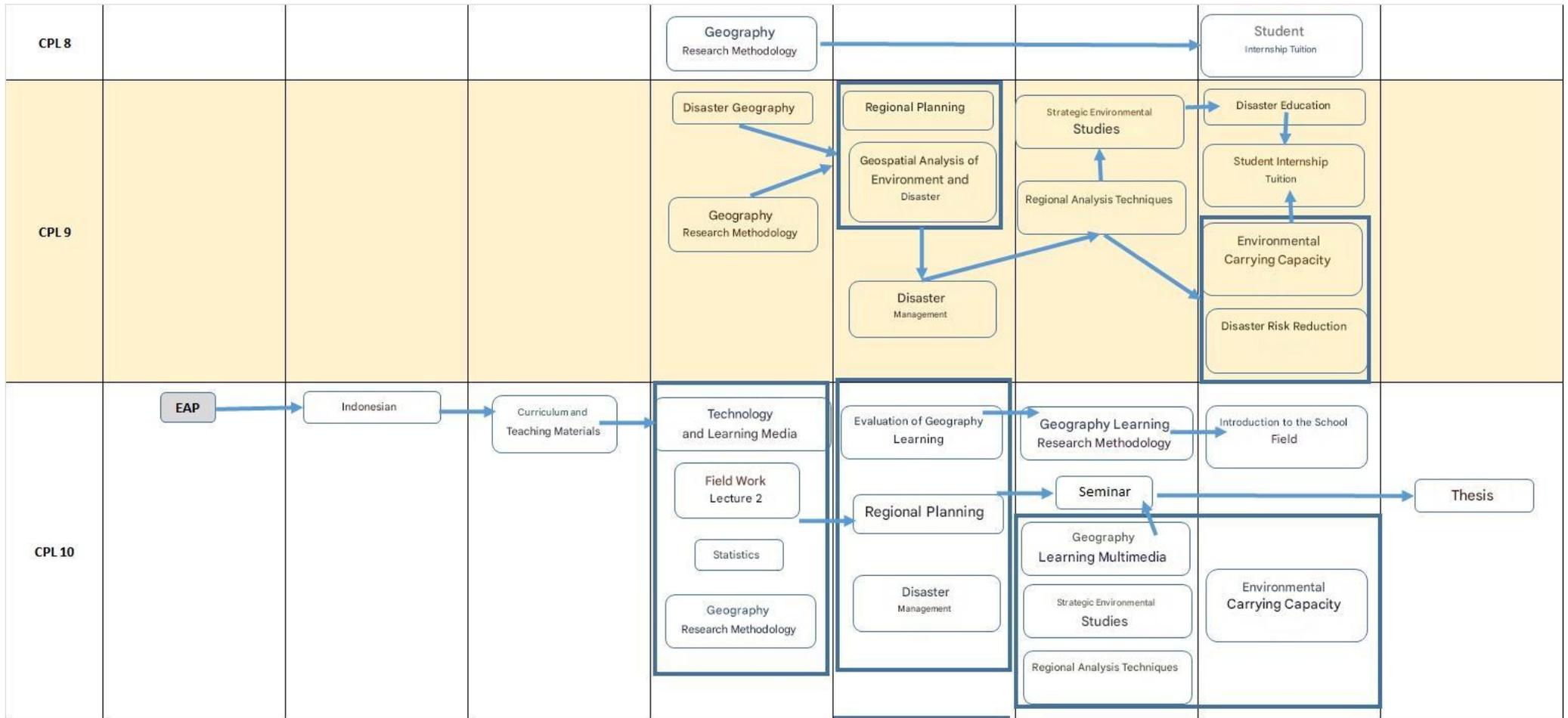
Yes	Smt	MK Code	Courses	S.S.	No CPL
1	2	02063212004	English	2	CPL 1, CPL 9
2	1	02063110005	EAP	0	CPL 2, CPL 9
3	4	02063222015	Statistics	2	CPL 1, CPL 2, CPL 4, CPL 9
4	6	02063223016	Geography Research and Learning Methodology	3	CPL 1, CPL 2, CPL 4, CPL 7, CPL 9
5	4	02063223017	Geography Research Methodology	3	CPL 1, CPL 2, CPL 6, CPL 7, CPL 8, CPL 9
6	6	02063222018	Seminar	2	CPL 2, CPL 9
7	8	02063256001	Final Project	6	CPL 1, CPL 2, CPL 9
Total Credits				18	
Prosentase				11	

7.2. Curriculum map in a logical and systematic structure

Table 7.7. Example of a Roadmap for the Formation of Program Learning Outcomes through Courses or Other Academic Activities throughout the Program Curriculum







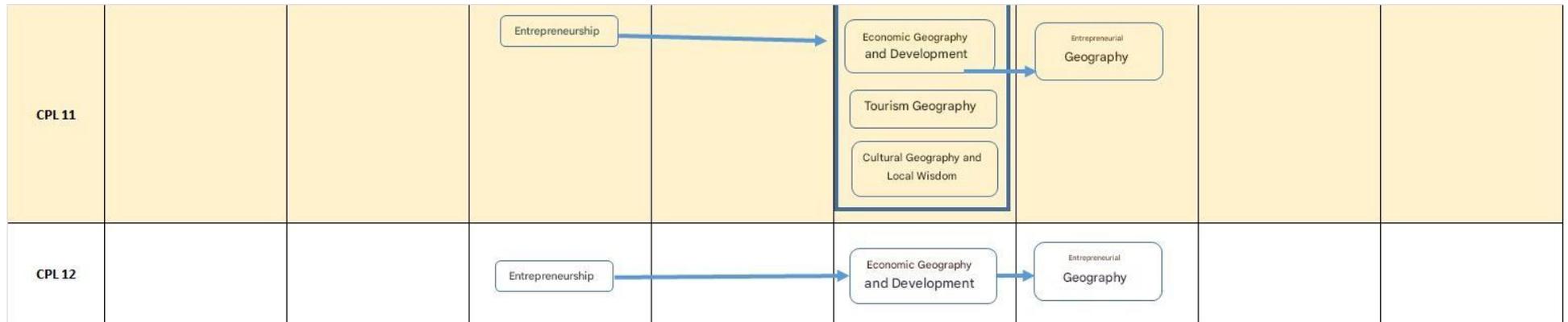
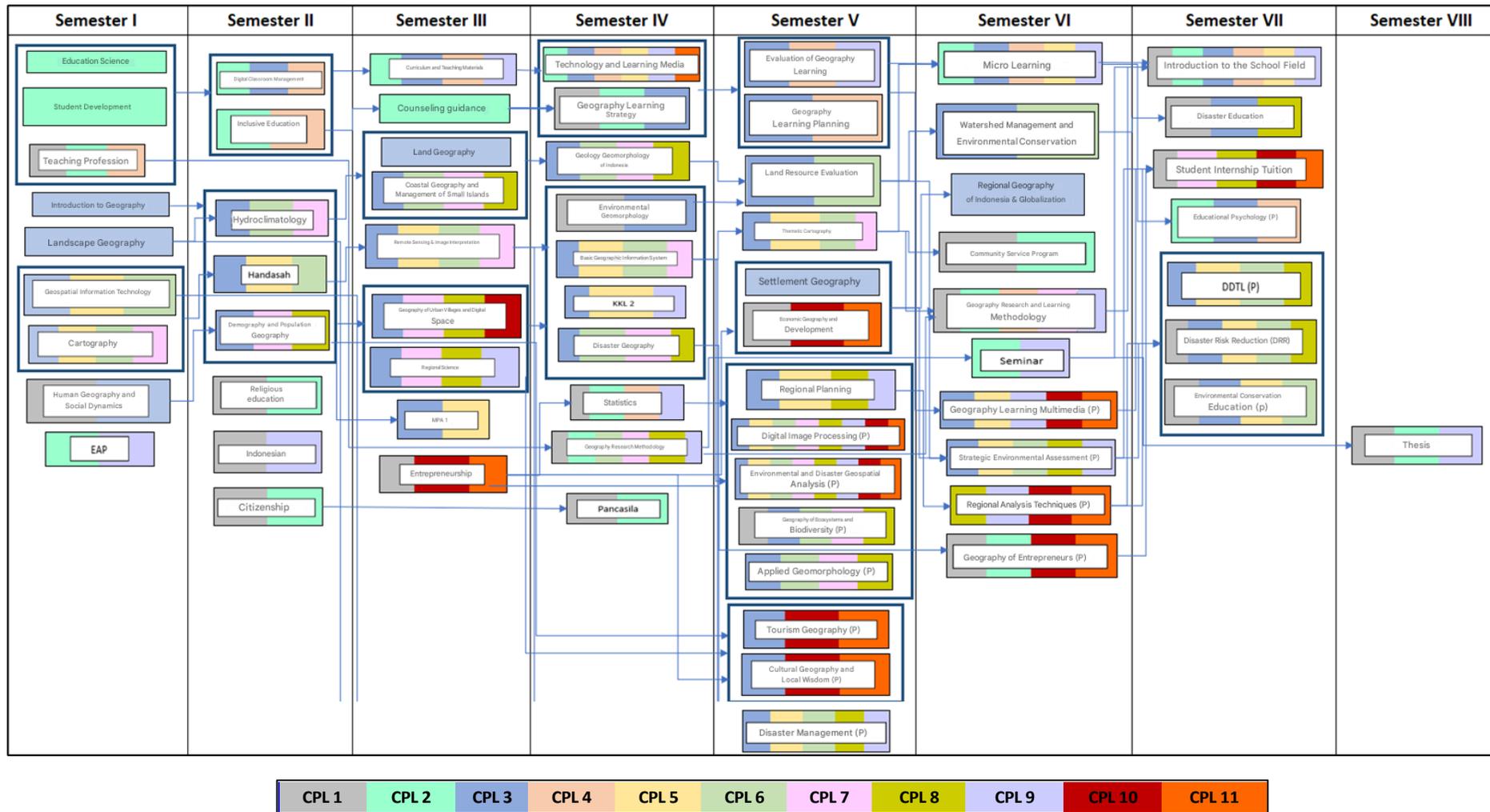


Figure 7.2 Example of a Course Roadmap or Other Academic Activities Throughout the Program Curriculum



PART VIII

PLAN TO IMPLEMENT THE RIGHT TO STUDY OUTSIDE THE STUDY PROGRAM

Based on Permendikbud Number 53 of 2023 concerning Quality Assurance of Higher Education, Article 16 paragraph 4 states: Fulfillment of learning burdens can be carried out outside the study program in the form of learning:

- a. In different study programs at the same university;
- b. In the same study program or different study programs at other universities; and
- c. At institutions outside of college

Article 18, paragraph 3 states that students in the **undergraduate program** can fulfill part of the learning load outside the study program with the following conditions:

- a. 1 (one) semester or equivalent to 20 (twenty) semester credit units in different study programs at the same university; and
- b. A maximum of 2 (two) semesters or equivalent to 40 (forty) semester credit units outside of higher education as referred to in article 16 paragraph (4) b and c.

8.1. Forms of Off-Campus Learning and University Courses

Based on UNS Rector's Regulation No. 21 of 2024 Implementation and Management of Undergraduate Programs, article 16 forms of activities outside the study program:

- a. Student exchanges;
- b. Internship/work practice;
- c. Teaching assistance in educational units;
- d. Research/research;
- e. Humanitarian Projects;
- f. Entrepreneurial Activities;
- g. Independent Studies/Projects;
- h. Building a Thematic Real Work Village/Lecture;
- i. State Defense Training; and
- j. other forms set by the Rector.

Universitas Sebelas Maret has prepared a list of courses at the university level that students can take when taking the right to study outside the study program and can be registered into the UNS siakad shown in Table 8.1.

Table.8.1. List of University Courses That Can Be Equated with Learning Outside the Study Program

Yes	Course name		Course code	Cred
1	Digital literacy	Digital Literacy	02053353011	3
2	Financial literacy	Financial literacy	02053354012	3
3	Physical and mental health	Physical and mental health	02053353013	3
4	Personal branding	Personal branding	02053353014	3
5	Ecological and environmental	Ecological and environmental literacy	02053353015	3
6	Design thinking	Design thinking	02053353016	3
7	Social and cultural literacy	Social and cultural literacy	02053353017	3
8	Nusantara module	Nusantara module	02053353018	4

8.2. Implementation of Off-campus Learning and Course Conversion (up to 20 credits)

Forms of off-campus learning activities can be carried out through higher education or non-university institutions which include:

A. Student Exchange

The Student Exchange Program is an opportunity for students to experience learning at different universities in Indonesia for one semester with the objectives of 1) expanding and deepening academic knowledge in the field of Geography Education, 2) strengthening unity in the diversity of ethnicities, religions, races, and groups, and 3) improving students' ability to apply national insights. The student exchange program is included in the MBKM *Student Exchange activities*. The form of student exchange in the Geography Education Study Program FKIP UNS consists of:

a. Independent Student Exchange (PMM)

This program is organized by the Ministry of Education and Culture to be carried out within a period of 1 (one) semester in accordance with the Academic Calendar of Higher Education (PT) recipients. This program can be implemented by students starting in semester 3. Students carry out offline lectures at the recipient university to be recognized for a maximum of 20 credits that are in accordance or in line with the course achievements and scientific study materials of the courses in the Geography Education Study Program, FKIP UNS. More information can be accessed on [the https://pusatinformasi.kampusmerdeka.kemdikbud.go.id](https://pusatinformasi.kampusmerdeka.kemdikbud.go.id) page and the <https://pmm.kampusmerdeka.kemdikbud.go.id/>.

b. Universal Student Exchange (PERMATA)

This program is organized by the FKIP Communication Forum throughout Indonesia to be carried out within a period of 1 (one) semester in accordance with the Academic Calendar of Higher Education recipients. Students carry out offline lectures at the recipient university to be recognized for a maximum of 20 credits that are in accordance or in line with the course achievements and scientific study materials of the courses in the S1 Geography Education Study Program, FKIP UNS. More information is obtained from the <https://akademik.fkip.uns.ac.id> page.

c. Indonesian International Student Mobility Awards (IISMA)

This program is organized by the Ministry of Education and Culture to be carried out within a period of 1 (one) semester in accordance with the Academic Calendar of Higher Education (PT) recipients. The objectives of IISMA are 1) Improving students' academic and professional competence, 2) Facilitating students to get to know the cultures of other countries, 3) Developing students' interpersonal skills and adaptation, and 4) Opening opportunities for students to network with students, teachers, and communities in other countries. Students carry out offline lectures at the recipient PT to be recognized for a maximum of 20 credits that are in accordance with or in line with the course achievements and scientific study materials of the courses in the Geography Enhancement Study Program FKIP UNS. Course recognition is also adjusted to the conversion of ECTS to credits. More information is obtained from [the https://iisma.kemdikbud.go.id/](https://iisma.kemdikbud.go.id/) page.

B. Internship/ work practice

The Internship/Work Practice Program is an opportunity for students to hone and gain skills, knowledge, and attitudes in the industrial world for one semester by working and learning directly in real projects or problems which aim to 1) train students to be directly involved in industrial world activities, 2) deepen relevant knowledge in the field of Geography Education, and 3) train disciplined attitudes, collaborative, cooperative, and student responsibility in completing work. The Internship/Work Practice Program is included in the MBKM *Non-Student Exchange activities*. The form of internship/work practice in the Geography Education Sudi Program FKIP UNS consists of:

a. Certified Internship (MB)

This program is organized by the Ministry of Education and Culture to be carried out for a period of 1 (one) semester under the name of Internship and Certified

Independent Study (MSIB). Students carry out activities at Partner Agencies to be recognized for 20 credits in accordance with or in line with the scientific study materials of the courses in the Geography Research Study Program, FKIP UNS. Partner Agencies that can be participated by students in this program are those that have been registered on the Ministry of Education and Culture's Independent Campus platform. Partner Agencies that have been participated by FKIP UNS Geography Education students include the Office of Agrarian and Spatial Planning, the Meteorology and Geophysics Agency in full which can be accessed on [the https://pusatinformasi.kampusmerdeka.kemdikbud.go.id](https://pusatinformasi.kampusmerdeka.kemdikbud.go.id) page.

b. MBKM (Village Development) Grant

This program is organized by Sebelas Maret University which is carried out for a period of 1 (one) semester. Students carry out activities at Partner Agencies to be recognized for 20 credits in accordance with or in line with the scientific study materials of the courses in the Geography Enhancement Study Program, FKIP UNS. Partner agencies that can be participated by students are institutions that have been registered on the MBKM UNS Grant platform or other agencies through a Letter of Introduction from FKIP UNS accompanied by a Memorandum of Understanding (MoU) with UNS, a Memorandum of Agreements (MoA) with FKIP UNS, and an Implementation of Agreement (IA) with the S1 Geography Education Study Program FKIP UNS. The Partner Agencies that have been attended by students of the S1 Geography Education Study Program FKIP UNS are in Villages/Villages within the scope of Boyolali Regency, Karanganyar Regency, Sragen Regency and Klaten Regency. More information can be accessed on [the https://hibahmbkm.integrasi.uns.ac.id/](https://hibahmbkm.integrasi.uns.ac.id/) page

C. Forms of Teaching Assistance Activities

Teaching Assistance in Education Units is an opportunity for students to carry out teaching practices in formal, non-formal, and informal education units which aim to 1) deepen educational knowledge and teaching techniques by becoming teachers in educational units, 2) help improve the equitable distribution of education quality, and 3) deepen scientific insight in the field of Geography Education. The Internship/Work Practice Program is included in the MBKM *Non-Student Exchange activities*. The form of Teaching Assistance in the Education Unit in the Geography Education Study Program FKIP UNS consists of:

a. Introduction to the School Field (PLP)

This program is organized by the Faculty of Teacher Training and Education UNS through the Integrated Educational Practice Implementation Unit (UP2KT) which is carried out within 3-4 months. Students develop teaching skills, develop learning tools, and apply technology-based learning methods and innovations at Partner Agencies (Senior High School) that have collaborated with FKIP UNS to be recognized for 20 credits in accordance with or in line with the scientific study materials of the Geography Education Study Program. Partner Agencies that have been attended by Geography Education Study Program students include SMA N 5 Surakarta, SMA N 1 Sawit Boyolali, SMA N 3 Boyolali, SMA N 1 Kebakkramat, SMA N 1 Kartasura, SMA N 1 Karanganyar, SMA N 2 Karanganyar, SMA N 7 Surakarta, SMA Al Islam 1 Surakarta, SMA N 4 Surakarta, SMA N 8 Surakarta, SMA Islam 1 Surakarta, SMA N 3 Surakarta, SMA N 1 Surakarta, SMA N 1 Banyudono, SMA N 2 Surakarta, SMA N Gondangrejo, SMA N 1 Sukoharjo SMA N 5 Surakarta, SMA N 6 Surakarta, SMA Batik 2 Surakarta, SMA N 1 Boyolali, SMA N 2 Boyolali, SMA N 2 Sukoharjo, etc. More information can be accessed on [the https://up2kt.fkip.uns.ac.id/si/](https://up2kt.fkip.uns.ac.id/si/) page

b. Southeast Asia Teacher Project (SEA-TEACHER)

This program is organized by the Faculty of Teacher Training and Education UNS through the International Office of FKIP (IO-FKIP) which is carried out within 3 (three) months. Students carry out activities at Overseas Partner Agencies that have collaborated with FKIP UNS to be recognized for 20 credits in accordance with or in line with the scientific study materials of the courses in the Geography Education Study Program FKIP UNS. Partner Agencies that can be participated by students in this program are those that have been registered on the FKIP UNS International Office platform. More information can be accessed on [the https://up2kt.fkip.uns.ac.id/si/](https://up2kt.fkip.uns.ac.id/si/) page.

The Geography Education Study Program courses of FKIP UNS that are offered to students to be recognized in the Teaching Assistance scheme in the Education Unit are shown in Table 8.3.

Table 8.3. Courses that can be Qualified to the Teaching Assistance Scheme in Education Units

Yes	MK Name	Credits	Semester
1	Introduction to the School Field	4	7
2	Multimedia Learning	2	7
3	Disaster Education	2	7
4	Learning Resource Management	2	7

8.2.4. Building Villages / Thematic Real Work Lectures

Building a Village / Thematic Real Work Lecture is an opportunity for students to help community development which aims to 1) build the people's economy, 2) develop infrastructure, 3) develop village potential, 4) find solutions to problems in the village, 5) develop students' soft skills. Students carry out activities at Partner Agencies that have collaborated with UP-KKN UNS to be recognized for 20 credits in accordance with or in line with the scientific study materials of the course in the S1 Geography Education Study Program FKIP FKIP UNS. Further information can be accessed on the [https://kkn.uns.ac.id/S1 Geography Education Study Program Courses](https://kkn.uns.ac.id/S1%20Geography%20Education%20Study%20Program%20Courses) offered to students to be recognized in the scheme of Building Villages / Thematic Real Work Lectures shown in Table 8.4.

Table 8.4 Courses that can be Qualified to the Village Development Scheme / Lecture

Yes	Courses	Credits	SMT
1	Watershed Management and Environmental Conservation	3	6
2	KKN	3	6
3	Strategic Environmental Assessment/ KLHS (P)	2	6
4	Regional Analysis Techniques (P)	2	6

SECTION IX

CURRICULUM IMPLEMENTATION MANAGEMENT AND CURRICULUM CHANGE MECHANISM

9.1. Learning Management

Yes	Activities	Office (PIC)
1	Person in charge of curriculum implementation	Head of the S1 study program
2	The person in charge of preparing the learning file or the MK profolio such as (RPS, assessment rubric, question sheet, best answer sheet, lowest sheet, grade list)	Teaching team
3	PIC monitoring and evaluation of learning implementation (PDCA for each matkul)	Coordinator of the course cluster
4	The person in charge of monitoring the implementation of the course Including suitability: attendance, suitability of questions with CPMK/CPL	GKM Study Program and Head of Study Program
5	PIC monitoring and evaluation of CPL achievement and CPL achievement reporting (PDCA)	GKM Study Program and Head of Study Program

9.2. Curriculum Change Implementation Plan

The implementation of curriculum changes is regulated through curriculum transition regulations prepared by the curriculum team and approved by the lecturer council meeting. The following are the rules for the transition of the 2003 to 2025 curriculum.

1. The 2025 curriculum will be enforced from August 1, 2025 and the 2020 and 2023 curriculum will no longer apply.
2. The 2025 curriculum is absolutely enforced for students of the class of 2025 and beyond.
3. For students of the class of 2024 and earlier, the transition period from the curriculum will be carried out for 2 semesters, namely odd and even semesters of the 2025/2026 school year.

9.3. Fast Track Program Implementation Plan

The Fast Track *Program* is a study acceleration scheme that allows students of the Bachelor of Geography Education Program (S1) to directly continue to the Master's Program (S2) with a more efficient and integrated study period. This program is designed for outstanding students who meet certain academic and administrative requirements, and have a high commitment to the development of geography science, especially in the fields of education, disasters, and environmental management. By combining some S1 and S2 courses in a certain period of time, students can pursue education up to the master's level in a shorter time without reducing the quality of learning outcomes. The following is presented a table of course distribution designed in the *Geography Education* Fast Track Program scheme.

SM T	Yes	Code	Courses (B. Indonesia)	Course Name (B. English)	S1 Credits	S2 credits	
VII	1	02063134003	PLP	Teaching Practice	4		
	2	02063132003	Disaster Education	Disaster Education	2		
	3	02063123002	Student Internship College	Professional Internship Program	3		
I	1	02032120201	Philosophy	Philosophy of Geography		2	
	2	02032120302	Research Methodology	Research Methodology		3	
	3	02032120203	Geoliteracy in Geography Education	Geoliteracy in Geography Education		2	
	4	02032120204	Development of Geography Curriculum and Teaching Materials	Curriculum and Instructional Material Development in Geography		2	
	5	02032120205	Contemporary Human Geography	Contemporary Human Geography		2	
	6	02032120206	Environmental and Disaster Geography	Environmental Geography and Disaster		2	
	7	02032120201	Digital Geography	Digital Geography		2	
	Options						
	8	02032130214	Geography Learning Design (P)	Geography Learning Design		2	

SM T	Yes	Code	Courses (B. Indonesia)	Course Name (B. English)	S1 Credits	S2 credits	
	9	02032130215	Environmental and Disaster Education (P)	Environmental and Disaster Education			
					9	17	
VII I	1	02063256001	Final Project	Thesis	6		
II	1	02032220208	Applied Statistics	Applied Statistics		2	
	2	02032220209	Scientific Article Writing	Scientific Article Writing		2	
	3	02032220310	Fieldwork Lecture	Field Study Program		3	
	4	02032220311	Disaster-Based and Environmental Regional Planning	Disaster and Environmental-Regional Planning		3	
	5	02032220212	Watershed Management and Sustainable Development	Watershed Management and Sustainable Development		2	
	6	02032220313	Geography Learning Approaches and Models	Geography Learning model and Approach		3	
	Options						
	7	02032230216	Applied GIS (P)	Applied Geographic Information Systems (GIS)		2	
	8	02032230217	Digital and Innovation in Geography Learning (P)	Geography Learning with Digital Technology and Innovation			
					6	17	
III	1	02032350601	Phase I (Seminar and Proposal Exam)	Phase I (Thesis Proposal Seminar)		6	
	2	02032351002	Phase II (Seminar on Research Results and Publication Manuscripts)	Phase II (Seminar on Research and Publication Manuscript)		10	
						16	
IV	1	02032351003	Stage III (Final Project Exam)	Phase III (Final Assignment Examination)		10	
						10	
Number of Credits for Master of Geography Education						60	
Credits Master of Geography Education 56 Compulsory and 4 Electives							

PART X

PROCEDURES FOR STUDENT ADMISSIONS AT VARIOUS STAGES OF THE CURRICULUM

Student admissions to the Geography Education Study Program are carried out through various selection paths in accordance with national policies and institutional provisions. Each stage of student admission is designed to ensure that prospective students who are accepted have adequate basic competencies to follow the curriculum that has been prepared. In this document, the procedures for student admission at various stages of the curriculum will be explained, including requirements, selection procedures, and the mechanism for integrating students into the study program learning system.

The implementation of recruitment and selection tests for new students of the Geography Education Study Program is managed by the Technical Implementation Unit for New Student Admission Selection (UPT SPMB) through [the website https://spmb.uns.ac.id/](https://spmb.uns.ac.id/) an offline through the Secretariat of UPT SPMB UNS which is located at Jl. Ir. Sutami No. 36 A SPMB Building 1st Floor, Kentingan Campus, Surakarta 57126. The recruitment process and new student selection test begins with the flow of registration, exam implementation, and announcement. SNMPTN and SBMPTN are selection pathways for new students of State Universities that have been regulated by the Directorate General of Higher Education of the Ministry of Research, Technology, and Higher Education. The selection is carried out by all State Universities. The selection path is carried out with an integrated system and is followed by all prospective students in Indonesia. In addition to the SNMPTN and SBMPTN routes, there are independent routes. The Independent Pathway is a recruitment pathway based on the policy of PT. The process of implementing the Independent Path Selection is carried out independently and independently in accordance with the rules of PT. Each PS has a predetermined quota so that it can automatically only accept prospective new students according to the existing capacity. The recruitment process for new students is well documented digitally and in print managed by UPT SPMB UNS. The implementation of new student admissions is carried out centrally by the central committee of SPMB UNS, so that the selection process for new student admissions can be carried out with good quality and prioritize the potential of each prospective new student such as achievements that can support the success of studies and competencies that can support career achievement in the future. The

centralized selection of new students has been carried out in a fair, transparent, and accountable manner. The criteria for prospective new students who can take part in recruitment and selection through the SBMPTN route and independent exams are students in grade XII of high school equivalent and or who a maximum of two years of high school graduation.

Prospective new students must take an entrance exam test which includes the Scholastic Potential Test (TPS) and the Academic Potential Test (TPA). Prospective new students who pass the *passing grade* and get the highest score as long as they still meet the quota, can be accepted as new UNS students. The criteria for prospective new students who want to take the SNMPTN route are Class XII high school students equivalent in the year the selection is held. Prospective students collect a portfolio of learning outcomes in the form of report card scores, competitions they have participated in, and other achievements they have had during school. Universitas Sebelas Maret (UNS) uses 3 types of domestic new student selection and 1 type of foreign student selection with the following description:

1. National Selection Based on Achievement (SNBP)

The SNBP pathway is carried out based on the results of tracing academic achievements using report cards as well as academic and non-academic achievements of students that have been determined by PTN. Schools that include their students in the SNBP must have a National School Identification Number (NPSN) filling out the report cards of students who *are eligible* for PDSS completely and correctly. The capacity of prospective new students through the SNBP route is 20% at the expense of the government.

2. National Selection Based on Tests (SNBT)

The SNBT pathway is carried out based on tests that are carried out flexibly by choosing the appropriate test location. The materials used for the test are the Scholastic Potential Test (TPS) and the Literacy Test. TPS consists of general reasoning, general knowledge and understanding, reading and writing comprehension, and quantitative knowledge. The Literacy Test consists of literacy in Indonesian, literacy in English, and mathematical reasoning.

3. Independent Selection of Regular Pathway Scholars

The Regular Path Independent Selection is intended for graduates of SMA/MA/SMK or equivalent at most in the last three years. Through this route,

prospective students will be selected using the Written Exam Score (UTUL) organized by Sebelas Maret University. The UNS written exam test material includes the Basic Academic Potential Test (TKDA), literacy in Indonesian and English, and mathematical reasoning.

SECTION XI

LEARNING MODALITIES

IN THE PLANNING OF THE LEARNING PROCESS

11.1. Learning Modalities

The selection of learning modalities is based on the principle that each student has a different learning style and requires a varied approach to optimize their understanding. The curriculum is designed with constructivism theory, andragogy and educational technology in mind to create a holistic learning experience. Learning modality is a strategic approach used in the educational process to ensure that students achieve graduate competency standards effectively. As a basis, learning modalities are designed based on educational theory, accreditation standards, and technological developments to support a holistic learning experience. Its functions include increasing student involvement, deeper understanding of concepts, adapting to technology, and strengthening competencies through various methods such as face-to-face learning, online, blended learning, and project-based practices. The main goal is to improve the quality of learning, encourage student independence in learning, and prepare them to face the challenges of the world of work and scientific development. With the application of the right modalities, students can develop cognitive, affective, and psychomotor skills optimally in accordance with the learning outcomes of the graduates set.

The learning modalities in higher education programs include various strategies to ensure the effectiveness of graduates' competency achievements. First, the Student-Centered Learning (SCL) approach is applied with a learning method that is tailored to students' learning styles, both auditory, visual, and kinesthetic, so that they can understand the material optimally. Second, learning is held in an academic atmosphere that is fun, inclusive, collaborative, creative, and effective, creating an environment that supports active interaction between students and lecturers and encourages innovation in the learning process. Third, there is the use of information and communication technology in various forms of learning, both offline, online, and blended learning, which allows flexibility and accessibility in the learning process. With this combination of strategies, students can learn more adaptively and gain educational experience that is in accordance with the needs of scientific development and the world of work. The following is the

Course Matrix and Learning Modalities:

Table 11.1 Matrix of Courses and Learning Modalities

Ye s	Course Name	Learning Modalities		Remarks
		Sluring (%)	Online (%)	
1	Education	81,25	18,75	
2	Student Development	81,25	18,75	
3	Education Profession	81,25	18,75	
4	Geography of the Landscape	93,75	6,25	
5	Geospatial Information Technology	87,5	12,5	
6	Cartography	93,75	6,25	
7	Human Geography and Social	81,25	18,75	
8	Introduction to Geography	81,25	18,75	
9	EAP	93,75	6,25	
10	Digital Classroom Management	81,25	18,75	
11	Inclusive Education	81,25	18,75	
12	Hydroclimatology	93,75	6,25	
13	Squirt	93,75	6,25	
14	Demographics and Geography of the	81,25	18,75	
15	Religion	81,25	18,75	
16	Nationality	81,25	18,75	
17	English	81,25	18,75	
18	Curriculum and Teaching Materials	81,25	18,75	
19	Guidance and Counseling	81,25	18,75	
20	Soil Geography	93,75	6,25	
21	Coastal Geography and Management of	93,75	6,25	
22	Remote Sensing & Image Interpretation	93,75	6,25	
23	Geography of Villages, Cities and	81,25	18,75	
24	Regional Science	81,25	18,75	
25	Field Work Lecture 1	93,75	6,25	
26	Entrepreneurship	81,25	18,75	
27	Technology and Learning Media	81,25	18,75	
28	Geography Learning Strategies	81,25	18,75	
29	Geology Geomorphology Indonesia	93,75	6,25	
30	Environmental Geomorphology	93,75	6,25	
31	Basic Geographic Information System	93,75	6,25	
32	Field Work Lecture 2	93,75	6,25	
33	Disaster Geography	87,5	12,5	
34	São Paulo	81,25	18,75	
35	Statistics	81,25	18,75	
36	Geography Research Methodology	81,25	18,75	
37	Geography Learning Evaluation	81,25	18,75	

Ye s	Course Name	Learning Modalities		Remarks
		Sluring (%)	Online (%)	
38	Geography Learning Planning	81,25	18,75	
39	Land Resources Evaluation	93,75	6,25	
40	Thematic Cartography	93,75	6,25	
41	Settlement Geography	81,25	18,75	
42	Economic and Development Geography	81,25	18,75	
43	Regional Planning	81,25	18,75	
44	Geography, Ecosystems and	81,25	18,75	
45	Applied geomorphology	93,75	6,25	
46	Digital Image Processing	93,75	6,25	
47	Environmental and Disaster Geospatial	87,5	12,5	
48	Tourism Geography	81,25	18,75	
49	Geography, Culture, and Local Wisdom	81,25	18,75	
50	Disaster Management	81,25	18,75	
51	Microlearning	87,5	12,5	
52	Watershed Management and	87,5	12,5	
53	Indonesia's Regional Geography &	81,25	18,75	
54	Real Work Lectures			
55	Geography Research and Learning	81,25	18,75	
56	Seminar	93,75	6,25	
57	Multimedia Geography Learning	81,25	18,75	
58	Strategic Environmental Studies	87,5	12,5	
59	Regional Analysis Techniques	87,5	12,5	
60	Geography Entrepreneur	81,25	18,75	
61	Introduction to the School Field	93,75	6,25	
62	Disaster Education	81,25	18,75	
63	Student Internship College	93,75	6,25	
64	Educational Psychology	81,25	18,75	
65	Carrying Capacity and Carrying	93,75	6,25	
66	Disaster Risk Reduction	87,5	12,5	
67	Environmental Conservation Education	87,5	12,5	
68	Final Project	93,75	6,25	

11.2 Learning Process Planning or Semester Learning Plan (RPS)

The Semester Learning Plan is prepared from the results of the learning design. Learning process planning needs to pay comprehensive attention to learning modalities so that they have a basis, function, and goals that will help students in learning to achieve

the competency standards of their graduates effectively. The Learning Process Plan is written in full for all courses in the Study Program, accompanied by other learning tools including: task plans, assessment and evaluation plans, assessment instruments in the form of rubrics and/or portfolios, teaching materials, and others that are needed. Note:

1. Semester Learning Plans **are generated in siakad.uns.ac.id**
2. The Semester Learning Plan can be downloaded and attached in the curriculum document

Theoretical Description of Learning Modalities

Student-centered learning is a learning characteristic that gives students an active role to improve their independent learning abilities and provide confidence as adults who are fully responsible for the learning carried out and provide space to develop beyond the designed abilities. With these characteristics, it is hoped that graduates of the study program will have the ability to learn independently and will become lifelong learners who are able to adapt to the changes that occur.

The selection of learning forms, methods and modalities is an effort to find the right strategy so that students can meet their learning outcomes, by developing active interaction between students, lecturers, and learning resources. Learning modality is the learning style of students (e.g. visual learning style, auditory, kinesthetic, verbal and others) that must be considered by lecturers in designing their learning. So modality refers to the way students use to receive, process and understand information (knowledge, attitudes/ethics and skills). Where each individual student has a certain preference in the way of learning. Fleming and Bonwell (2019) learning modalities can be grouped into four main types, namely:

- a. **Visual (Learning through sight).** Students understand information better by looking at pictures, diagrams, graphs, or visual presentations. Example implementation: teachers can use diagrams, concept maps, or videos to explain course concepts.
- b. **Auditory (Learning through hearing).** Students have an easier time understanding information preferences for information spoken or heard. Students with modalities feel best by: discussions, verbal feedback, asking questions, emails, mobile chat, SMS, oral presentation discussions, classes, tutorials, and talking to others. This method can be applied through lecturers giving detailed verbal explanations and then continuing by involving students in group discussions.

- c. **Kinesthetic (Learning through movement and direct experience).** Students learn by doing, feeling, or practicing directly. This modality refers to "perceptual preferences associated with the use of experiences and practices (simulated or real)." Although such experiences can use other modalities, an important part of any definition is that students are connected to reality, "either through experience, example, practice, or simulation," These models use many senses (sight, touch, taste and smell) to understand their environment and to experience and learn new things. An example of the application of this modality: Students conduct a practicum to understand the concepts of physical geography, engineering geography, pedagogy and territorial geography.
- d. **Read/Write (Learning through reading and writing).** Students find it easier to understand information by reading text material or writing notes. Usually students prefer to read books and/or flyers – anything that has text. Not surprisingly, many academics or accomplished students have a strong preference for this modality. Students are trained to prioritize accuracy in the language and are particularly interested in using quotations, lists, texts, books, brochures, leaflets, and manuals. They really appreciate words. Implementation example: Teacher assigns an assignment to read the article and create a summary.

The four types of modalities are Visual, Aural, Read/Write, and Kinesthetical, abbreviated (VARK). It is possible that one or a number of students may have a preference to use Visual and Read/Write (V and R), or Aural and Kinetics (A and K) or all four (V, A, R, and K)

Methods can be defined as learning methods or strategies used to facilitate student learning activities that are oriented towards predetermined learning outcomes. The learning method developed in each topic or learning stage of a course is adjusted to the learning outcomes of that topic (Sub-CPMK). Sub-CPMK) is written in the form of final abilities that are expected to internalize students. Thus, the learning methods in a course are diverse (multi methods) depending on the orientation of the sub-CPMK.

Some **of the learning methods** that are essentially student-centered, namely group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, can effectively facilitate the fulfillment of graduate learning outcomes. Learning modalities affect how students learn individually, while learning methods are strategies designed to facilitate the learning process. The right combination of the two can improve

engagement, understanding, and learning outcomes. Understanding student learning modalities allows teachers to adjust the methods used so that students feel comfortable and able to achieve optimal learning outcomes. The learning process strategy will later be outlined in the semester learning plan)

UNS Chancellor Regulation No. 23 of 2024 concerning Guidelines for the Implementation of Curriculum Preparation, Development, and Evaluation. Article 8 states the learning modalities as referred to in Article 4 article (2) letter d, including:

1. **Learning mode**

Modes include: Face-to-face learning mode, online mode, and/or mixed mode. Blended learning is one of the learning methods that harmoniously combines the advantages of offline learning and online learning. It is said to be mixed learning if learning materials up to 50% can be obtained and studied by students online.

2. **Learning approach**

The learning approach, selected based on criteria relevant to the CPL and the scientific character of the Study Program:

- First learning approach: **centered on teachers (lecturers)**. This approach places students as objects in learning. This approach is classic, Where learning management is completely determined by the lecturer. Meanwhile, the role of students is to carry out activities according to the instructions from the lecturer.
- The second learning approach: **student-centered (student)**. This approach establishes students as learning subjects. This approach is more modern, where the arrangement of the learning process is determined by students with supervision from lecturers as facilitators. Students are given wide open opportunities to be creative, develop their potential and be able to carry out all activities that support learning goals both directly and indirectly. This process can hone the skills and interests of a student.

3. **Learning model**

The learning model is selected based on criteria relevant to the CPL and the scientific character of the Study Program

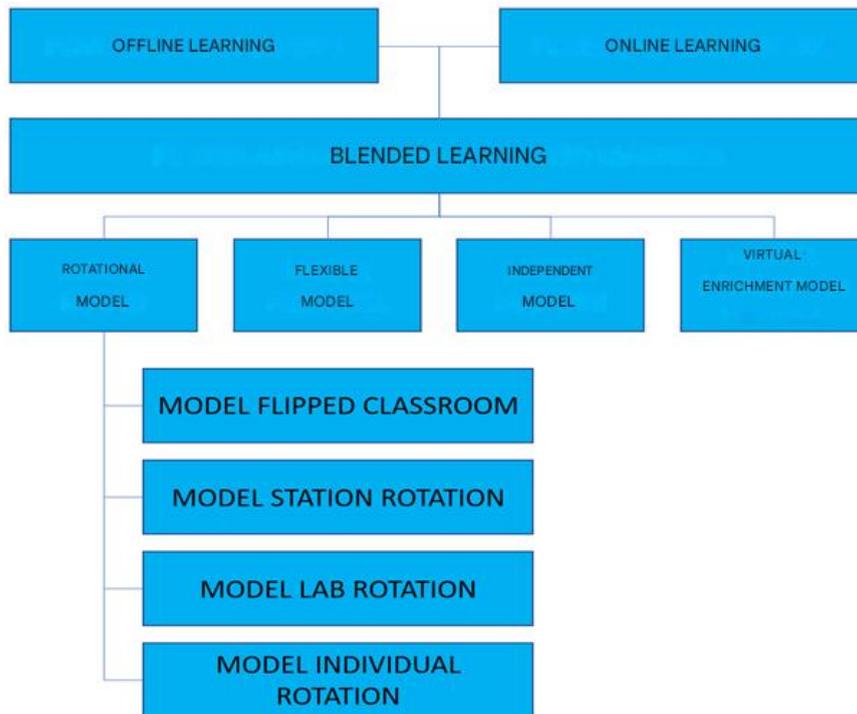


Figure 11.1. Taxonomy of Mixed Learning

The rotation model allows students to carry out learning activities from one center/learning source to another learning center/resource according to the schedule and/or RPS. Student learning activities are in the form of cycles, such as:

1. Participating in offline learning activities,
2. Then a small group discussion was held,
3. Access to online materials,
4. Work on online collaboration assignments, and return (1) again to participate in offline learning activities.

The Flipped Classroom *model* is one of the rotational models of mixed learning.

Learning activities are in the form of:

1. Students participate in learning activities with interactive learning modules (learning tools designed to actively involve students in the learning process, such as: learning videos and interactive modules/images with tags, interactive presentations, or platforms that turn quizzes into interactive games with real-time scores).
2. Students clarify with small groups from previous online learning activities by providing simple problems to get feedback, in this case the lecturer plays the role of guiding small group discussions.
3. Lecturers provide case studies or project bases to be completed in groups. With the

aim of encouraging students to apply their understanding to real-world situations or complex tasks, and to be able to develop critical thinking and problem-solving skills. Students work in groups to analyze data, identify problems, and design and discuss solutions.

4. Each Flipped Classroom cycle ends with offline activities in the form of clarification, reflection and deepening of online learning results by utilizing 50 minutes per course credit.
5. The online learning system (SPADA) is an online learning facility by utilizing *a learning management system/LMS* that can be selected according to the characteristics of the study program.



RENCANA PEMBELAJARAN SEMESTER (RPS)
 PROGRAM STUDI PENDIDIKAN GEOGRAFI FAKULTAS
 KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS
 SEBELAS MARET

Course Identity		Identity and Validation		Name	Signature
Course Code	: 02063122037	RPS Development Lecturer	:	Prof. Dr. CHATARINA MURYANI M.Si. Dr. Mohammad Gamal Rindarjono M.Si.	
Course Name	: INTRODUCTION TO GEOGRAPHY				
Type of Course (Compulsory/Elective)	: Mandatory	Cord. Course Groups	:	Prof. Dr. CHATARINA MURYANI M.Si.	
Semester	: 1	Head of Study Program	:	Dr. Pipit Wijayanti, S.Si,M.Sc	
Course Weights (SKS)	: 2				
a. Face-to-face weight	: 2				
b. Weight of Practicum	: 0				
c. Weight of field practice	: 0				
d. Weight simulation	: 0				
Prerequisite Courses	:				

Date Created	:	2023-08-27	Improvement to-	:		Edit Date :	2025-06-10
Graduate Learning Outcomes (CPL) / Learning Outcomes (LO) charged to Courses							
CPL/LO code		Powerline/LO Elements					
4	:	Able to show a professional attitude in mastering the concepts of geography, technological literacy and pedagogic science, as well as applying the skills of delivering learning materials appropriately and effectively.					
	:	Able to think logically, critically, systematically, innovatively, communicatively and cooperate in implementing science and technology that can develop themselves and compete at the national and international levels					
Course Learning Outcomes (CPMK)	:	Sub-CPMK 1: Able to show professional character through understanding concepts, approaches, geography Sub-CPMK 2 : Able to analyze contemporary issues in environment-based geography Sub-CPMK 3: Able to understand philosophy and analyze geographical concepts and respond to environmental and disaster issues professionally. Sub-CPMK 4: Able to implement approaches, analysis and geographic technology to respond to environmental and disaster issues professionally.					

Subject Matters	:	Geographical perception, the main feature of geography
	:	Geography Ontology
	:	Geographical Epistemology
	:	Geographical Axiology
	:	Basic concepts in Geography
	:	Geography study object (Material Object and Formal object)
	:	Geographic Approaches, Analysis, and Technology
	:	Contemporary issues of Geography (Environment, Disasters)
Course Description	:	This course explores the basic concepts of geography as well as the principles of ontology, epistemology, and axiology in the study of geography, using a variety of scientific approaches to evaluate and resolve contemporary issues, such as climate change and environmental degradation, through a holistic and interdisciplinary geographical perspective in geography learning and research.
Assessment Basis	:	a. Participatory Activity (<i>Case Method</i>) = 30%
	:	b. Project Results (<i>Team Based Project</i>) = 30%
	:	c. Tasks = 0%
	:	d. Quis = 0%
	:	e. UTS = 20%
	:	f. UAS = 20%

Reference List	:	Matthews JA and David T. Herbert, Geography: A Very Short Introduction. , Oxford University Press, Oxford New York, 2008
	:	Heffron SG and Downs RM, Geography for Life: National Geography Standards. , Geography Education National Implementation Project (GENIP), 2012
	:	Mohammad Gamal Rindarjono, Slum, Study of Slums in Spatial Perspective, MEDIA PERKASA, 2015,
	:	Furqan Ishak Aksa, Sugeng Utaya, Syamsul Bachri, Geography in the Perspective of Philosophy of Science, Indonesian Geography Magazine, 33, 1, 2019, UGM
	:	UNS Press, Introduction to geography: understanding the paradigm of true geography, ATIKAWATI, Dini [ed.] ; , 2013
	:	CV. Bayfa Cendekia Indonesia, Introduction to Geography: A Reinforcement of Spatial Thinking, Budi Handoyo, 2022

Stages	Final capability/ Sub-CPMK (CPL code)	Subject Matter	References (code and pages)	Learning Methods		Time	Learning Experience	Rating			
				Sludge	Online			Assessment basis	Assessment techniques	Indicators, criteria, (taxonomic level)	Rating weight
1	2	3	4	5	6	7	8	9	10	11	12

1-4	Able to show professional character through understanding concepts, approaches, geography	<ul style="list-style-type: none"> - History of the Development of Geography - Geographical perception, the main feature of geography 	<p>Geography: A Very Short Introduction.</p> <p>,Introduction to Geography : understanding the paradigm of true geography,Introduction to Geography:</p> <p>Spatial Thinking Reinforcement</p>	Case Studies	Case Studies	4*340 Minutes	<ul style="list-style-type: none"> - Students listen to the explanation of the dose - Students read and search related to the history of the development of geography, geographical perception, and the main characteristics of geography from books and journals - Students discuss and express their opinions 	Case Method	Participation	Able to understand the history of the development of geography, geographical perception , main characteristics of geography (C2)	10%
5-7	Able to analyze contemporary issues in environment-based geography	<ul style="list-style-type: none"> - Geography Ontology - Geographical Epistemology - Axiology of Geography, - Basic concepts - Formal object) - Material Objects 	<p>Geography: A Very Short Introduction.</p> <p>,Geography in the Perspective of the Philosophy of Science</p>	Project-Based Learning	Case Studies	3*340 Minutes	<ul style="list-style-type: none"> - Students read and search related to Geography Ontology, Geography Epistimology, and Geography Axiology - Students do resumes - Students discuss with their respective groups - Students Presenting Results 	Case Method	Observations	Analyze and identify Geography Ontology, Geography Epistimology, and Geography Axiology, then create a resume (C3,C6)	10%

8	Mid-Semester Exam	Meeting Materials 1-7 dalam Geografi - Obyek kajian Geografi (Obyek Material dan	Geography: A Very Short Introduction. ,Geography for Life: National Geography Standards. ,Geography in the Perspective of the Philosophy of Science,Introduction to Geography: Understanding the Paradigm of True Geography,Introduction to Geography: Strengthening Spatial Thinking	Other Learning	Other Learning	1*100 Minutes	• Written test	UTS	Written Test	C1-C6	20%
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9-12	Able to understand philosophy and analyze geographical concepts and respond to environmental and disaster issues professionally.	Philosophy and Concepts of Geography (Material Objects and Formal Objects) Contemporary issues of Geography (Environment, Disasters)	Geography: A Very Short Introduction. ,Geography for Life: National Geography Standards. ,Introduction to Geography: Spatial Thinking Amplifier	Case Studies	Team Base Project	4*340 Minutes	- Students listen, read and find out about the Geography study object - Students discuss and express their opinions	Project	Observations	Able to analyze and identify Geography study objects (C4)	10%
13-15	Able to implement geographic approaches, analysis and technologies to respond to environmental and disaster issues professionally.	Geographic Approaches, Analysis, and Technology Contemporary issues of Geography (Environment, Disasters)	Geography: A Very Short Introduction. ,Geography for Life: National Geography Standards. ,Introduction to Geography : understanding the paradigm of true geography,Introduction to Geography: Spatial Thinking Reinforcement	Case Studies	Team Base Project	3*340 Minutes	- Students conduct discussions based on the case studies provided - Students read and search related to Approaches, Analysis, and Technology Geography	Project	Observations ,Participation	Able to analyze, criticize case studies Approaches, Analysis, and Geographic Technology (C6)	10%

16	Final Semester Exam	Meeting Materials 9-15	Geography: A Very Short Introduction. ,Geography for Life: National Geography Standards. , Slum, A Study of Slums in a Spatial Perspective ,Introduction to Geography : understanding the paradigm of true geography,Introduction to Geography: Spatial Thinking Reinforcement	Other Learning	Other Learning	1*100 Minutes	Students take a written test	UAS	Written Test	C1-C6	20%
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PRESENTATION ASSESSMENT RUBRIC

Name :

NIM :

Yes	Assessment Aspects	Assessment Criteria	Score Maximum	Rating
1	Presentation	Preparation	10	
		Sequence of materials	15	
		Use of other aids/media	10	
2	Presentation Manuscript	Compatibility with the script Paper	10	
		Slide composition	10	
3	Exposure	Use of standard language	15	
		Clarity of presentation content	15	
4	Attitude	Delivery of material	10	
		Appearance	5	
		Total value	100	