



UNIVERSITAS PENDIDIKAN INDONESIA

SEMESTER LEARNING PLAN (RPS)

COURSE IDENTITY

Course Name	Course Code	Credits	Workload	Course Group	Semester	Prerequisite Course	Date of Issue
HUMAN GEOGRAPHY AND THE ENVIRONMENT	SA113	4	180	Study Programme Skill Development (PKPS)	2	Compulsory Course	2025-09-01 01:11:48

Prepared by Course Lecturer	Reviewed by Study Programme QA Team	Approved by Head of Study Programme
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COURSE DESCRIPTION AND GRADUATE LEARNING OUTCOMES (CPL)

Course Description	Human Geography and the Environment is a study programme skill development course.
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Graduate Learning Outcomes (CPL) Assigned to This Course	
1	To be capable of mastering the theoretical concepts of geography, the application of geospatial technology to resolve geospheric problems, and the development of models and methods for geospheric problem-solving.
2	To be capable of integrating learning and innovation competencies, mastery of technology and information, career development, and life skills in order to become a lifelong learner.
3	To be capable of designing, developing, producing, utilising, controlling, and evaluating models of analysis and spatial information theory based on science and technology.

Course Learning Outcomes (CPMK)	
1	S6: To collaborate and to possess social sensitivity and concern for society and the environment.
2	P1: To be capable of mastering the theoretical concepts of geography, the application of geospatial technology to resolve geospheric problems, and the development of models and methods for geospheric problem-solving.
3	KU1: To be capable of applying logical, critical, systematic, and innovative thinking within the context of the development or implementation of knowledge and technology, while observing and applying humanistic values in accordance with the field of expertise.
4	KK1: To be capable of designing, developing, producing, utilising, controlling, and evaluating models of analysis and spatial information theory based on science and technology.

Sub-CPMK		
1	CPMK - 1	Students are able to explain the foundational concepts of Human Geography and the Environment as well as the functions of the environment for human life, by understanding the scope, geographical approaches, and the role of the environment as a support system for life.
2	CPMK - 2	Students are able to analyse humans as inhabitants of the earth and as socio-cultural beings, with emphasis on human adaptation to the physical environment and socio-cultural variation in the utilisation of space.
3	CPMK - 2	Students are able to understand the foundations of ecology and the human-environment ecosystem, encompassing ecosystem components and the anthropogenic role in altering ecosystem structure.
4	CPMK - 3	Students are able to evaluate environmental limiting factors as well as the flow of matter and energy in ecosystems, and to analyse their impacts on human-environment interaction.
5	CPMK - 3	Students are able to examine communities, habitats, ecological niches, and aquatic and terrestrial ecology, including challenges in the management of aquatic and land environments.
6	CPMK - 4	Students are able to critically assess global and local environmental problems, environmental degradation, climate change, and mitigation-adaptation strategies and sustainable development (SDGs), with emphasis on case studies in Indonesia.

Course Materials

1	Foundational concepts of Human Geography and the Environment (scope, approaches, human-environment interconnection).
2	Functions of the environment for human life.
3	Humans as inhabitants of the earth.
4	Humans as socio-cultural beings.
5	Foundations of ecology and the human-environment ecosystem (concepts of ecology, ecosystem components, and the anthropogenic role in altering ecosystem structure).
6	Environmental limiting factors.
7	Flow of matter and energy in ecosystems.
8	Communities, habitats, and ecological niches.
9	Aquatic ecology and challenges of aquatic environments.
10	Terrestrial ecology and land challenges.
11	Global and local environmental problems.
12	Environmental degradation and climate change.
13	Environmental mitigation and adaptation strategies.
14	Sustainable development and the SDGs.

Demonstrable Learning Outcomes at the End of the Course	The learning outcomes of the Human Geography and the Environment course are demonstrated through a report on the results of a case analysis of human-environment interaction, presented by groups, containing problem-solving strategies based on a geographical approach.
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Learning Strategy	Case Method
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Learning Steps	Learning is conducted through a combination of lectures, interactive discussions, and literature studies on the relationship between humans and their environment. Students are guided to identify the foundational concepts of human-environment interaction, including the impacts of human activities on spatial and environmental change. In addition, simple practical exercises are conducted involving spatial data analysis to examine land use patterns, the influence of population density, and local case studies of environmental degradation. Field studies are undertaken to directly observe forms of human-environment interaction, for example in resource management or disaster adaptation. Group discussions are employed to address environmental problem-solving strategies, which are subsequently presented.
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LEARNING PLAN

Week	Sub-CPMK	Achievement Indicators	Course Materials	Assessment Form	Weight (%)	Synchronous	Asynchronous	Duration	Ref. No.	Access Time
1	Students are able to explain the foundational concepts of Human Geography and the Environment and the functions of the environment for human life, by understanding the scope, geographical approaches, and the role of the environment as a support system for life.	Students are able to explain the scope of the study of human geography and the environment; differentiate between spatial, ecological, and regional complex approaches; and describe the interconnection between humans and the environment in a geographical context.	Foundational concepts of Human Geography and the Environment (scope, approaches, human-environment interconnection).	Participatory	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	3,5,8,11,15,30	02-09-2025 07:00
2	Students are able to explain the foundational concepts of Human Geography and the Environment and the functions of the environment for human life, by understanding the scope, geographical approaches, and the role of the environment as a support system for life.	Students are able to identify the various functions of the environment (ecological, social, economic, cultural); and to analyse the role of the environment in supporting human life.	Functions of the environment for human life.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	2,4,13,14,19,32	09-09-2025 07:00
3	Students are able to explain the foundational concepts of Human Geography and the Environment and the functions of the environment for human life, by understanding the scope, geographical approaches, and the role of the environment as a	Students are able to explain the distribution of humans on earth from a geographical perspective; and to analyse human interaction with the physical conditions of the earth (climate, relief, soil, water).	Humans as inhabitants of the earth.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	1,9,16,18	15-09-2025 07:00

	support system for life.									
4	Students are able to analyse humans as inhabitants of the earth and as socio-cultural beings, with emphasis on human adaptation to the physical environment and socio-cultural variation in the utilisation of space.	Students are able to describe humans as social and cultural beings within their living space; and to analyse the relationships among culture, values, and the environment.	Humans as socio-cultural beings.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	3,6,12,13,29	23-09-2025 07:00
5	Students are able to understand the foundations of ecology and the human-environment ecosystem, encompassing ecosystem components and the anthropogenic role in altering ecosystem structure.	Students are able to explain the foundational concepts of ecology and ecosystem components; and to describe the anthropogenic role in influencing ecosystem structure and function.	Foundations of ecology and the human-environment ecosystem (concepts of ecology, ecosystem components, and the anthropogenic role in altering ecosystem structure).	Multiple Choice	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	8,10,16,17,18	30-09-2025 07:00
6	Students are able to evaluate environmental limiting factors and the flow of matter and energy in ecosystems, and to analyse their impacts on human-environment interaction.	Students are able to identify environmental limiting factors in human life; and to explain resource limitations and their impacts on human activities.	Environmental limiting factors.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	6,13,15	07-10-2025 07:00
7	Students are able to evaluate environmental limiting factors and the flow of matter and energy in ecosystems, and to analyse their impacts on human-environment interaction.	Students are able to describe the flow of energy in food chains and food webs; and to explain matter cycles (water, carbon, nitrogen, phosphorus) in ecosystems.	Flow of matter and energy in ecosystems.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	7,12,13	14-10-2025 07:00

8	MID-SEMESTER EXAMINATION (UTS)				15					21-10-2025 07:00
9	Students are able to examine communities, habitats, ecological niches, and aquatic and terrestrial ecology, including challenges in the management of aquatic and land environments.	Students are able to describe the concepts of communities, habitats, and ecological niches; and to analyse the relationship between species and their living space and resources.	Communities, habitats, and ecological niches.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	1,10,20,29	28-10-2025 07:00
10	Students are able to examine communities, habitats, ecological niches, and aquatic and terrestrial ecology, including challenges in the management of aquatic and land environments.	Students are able to explain the characteristics of aquatic ecosystems (marine, river, lake, swamp); and to analyse aquatic environmental problems caused by human activities.	Aquatic ecology and challenges of aquatic environments.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	9,14,32	04-11-2025 07:00
11	Students are able to examine communities, habitats, ecological niches, and aquatic and terrestrial ecology, including challenges in the management of aquatic and land environments.	Students are able to describe terrestrial ecosystems (forest, grassland, desert, agriculture); and to describe the challenges of land degradation and sustainable management.	Terrestrial ecology and land challenges.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	19,21,22,25	11-11-2025 07:00
12	Students are able to critically assess global and local environmental problems, environmental degradation, climate change, and mitigation-adaptation strategies and sustainable development (SDGs), with emphasis on	Students are able to identify global environmental issues (pollution, global warming, ozone depletion); and to analyse local environmental problems in the regional context of Indonesia.	Global and local environmental problems.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	24,28,29,32	18-11-2025 07:00

	case studies in Indonesia.									
13	Students are able to critically assess global and local environmental problems, environmental degradation, climate change, and mitigation-adaptation strategies and sustainable development (SDGs), with emphasis on case studies in Indonesia.	Students are able to explain the forms of environmental degradation (deforestation, erosion, pollution); and to analyse the causes and impacts of climate change on human life.	Environmental degradation and climate change.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	23,24,30	25-11-2025 07:00
14	Students are able to critically assess global and local environmental problems, environmental degradation, climate change, and mitigation-adaptation strategies and sustainable development (SDGs), with emphasis on case studies in Indonesia.	Students are able to identify mitigation and adaptation strategies in response to environmental damage and climate change; and to evaluate the role of communities, government, and international institutions in environmental management.	Environmental mitigation and adaptation strategies.	Essay	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Independent material exploration.	4 x 50 min	21,27,29,31	02-12-2025 07:00
15	Students are able to critically assess global and local environmental problems, environmental degradation, climate change, and mitigation-adaptation strategies and sustainable development (SDGs), with emphasis on case studies in Indonesia.	Students are able to explain the concept of sustainable development and the principles of the SDGs; and to analyse the relationship between sustainable development, environmental management, and human wellbeing.	Sustainable development and the SDGs.	Observation	5	Face-to-face; expository method using lecture and interactive media to foster critical thinking.	Group material exploration.	4 x 50 min	20,26,28,30	09-12-2025 07:00
16	FINAL SEMESTER EXAMINATION (UAS)				15					16-12-2025 07:00

STUDENT LEARNING WORKLOAD

LEARNING ACTIVITIES	SYNCHRONOUS	ASYNCHRONOUS	STUDENT STUDY PREPARATION	TOTAL STUDENT LEARNING AND INSTRUCTION TIME
Lecture/Tutorial/Guided Response	14 x 120 min = 1,680 min	14 x 90 min = 1,260 min	14 x 30 min = 420 min	3,360 minutes (56.0 hours)
Project-based Learning	4 x 120 min = 480 min	4 x 120 min = 480 min	4 x 60 min = 240 min	1,200 minutes (20.0 hours)
Discussion (case-based learning)	8 x 60 min = 480 min	8 x 60 min = 480 min	8 x 30 min = 240 min	1,200 minutes (20.0 hours)
TOTAL				5,760 minutes (96.0 hours)
ASSESSMENT				
Participation During Instruction	14 x 60 min = 840 min	14 x 30 min = 420 min	14 x 30 min = 420 min	1,680 minutes (28.0 hours)
Project Work	8 x 60 min = 480 min	8 x 90 min = 720 min	8 x 30 min = 240 min	1,440 minutes (24.0 hours)
Assignments	8 x 60 min = 480 min	8 x 60 min = 480 min	8 x 30 min = 240 min	1,200 minutes (20.0 hours)
Quizzes	4 x 30 min = 120 min	4 x 30 min = 120 min	4 x 30 min = 120 min	360 minutes (6.0 hours)
Formative Assessment				180 minutes (3.0 hours)
Summative Assessment				180 minutes (3.0 hours)
TOTAL				5,040 minutes (84.0 hours)
TOTAL WORKLOAD				10,800 minutes (180 hours)
IDEAL NUMBER OF HOURS				180 Hours
CREDITS (SKS)				4
CONFORMITY WITH CREDIT HOURS				COMPLIANT

CPMK ASSESSMENT CRITERIA

No	CPMK	CPL1	CPL2	CPL3	Weight	CPMK Achievement Criteria
1	S6: To collaborate and to possess social sensitivity and concern for society and the environment.	2			15	75% of all students achieve a score of at least 65 (on a scale of 100).
2	P1: To be capable of mastering the theoretical concepts of geography, the application of geospatial technology to resolve geospheric problems, and the development of models and methods for geospheric problem-solving.		2		10	75% of all students achieve a score of at least 65 (on a scale of 100).
3	KU1: To be capable of applying logical, critical, systematic, and innovative thinking within the context of the development or implementation of knowledge and technology, while observing and applying humanistic values in accordance with the field of expertise.			3	25	75% of all students achieve a score of at least 65 (on a scale of 100).
4	KK1: To be capable of designing, developing, producing, utilising, controlling, and evaluating models of analysis and spatial information theory based on science and technology.			4	20	75% of all students achieve a score of at least 65 (on a scale of 100).

COLLABORATIVE TASK DESIGN

TASK TITLE	Analysis of Human-Environment Interaction at a Local Scale: A Case Study of Socio-Ecological Issues in Indonesia.
LEARNING METHOD	Case Method
TIMEFRAME	
ASSESSMENT WEIGHT	50
SUB-CPMK	Students are able to examine communities, habitats, ecological niches, and aquatic and terrestrial ecology, including challenges in the management of aquatic and land environments.
TASK DESCRIPTION	Students are required to select one real human-environment interaction issue (examples: urbanisation, deforestation, land use change, socio-ecological inequality, environmental degradation, or the impacts of climate change). Groups must analyse the issue from the perspective of human geography and the environment, identifying contributing factors, socio-ecological impacts, and proposing solutions based on geospatial approaches and local wisdom.
TASK IMPLEMENTATION STEPS	1. Topic Selection: The group selects a relevant socio-ecological issue theme in Indonesia. 2. Data Collection: Literature study, statistical data, maps, prior research findings, or simple field observation. 3. Analysis: Describing human-environment interaction, driving factors, spatial patterns, and socio-ecological implications. 4. Mapping: Producing a spatial visualisation (map of problem distribution, interaction diagram, or human-environment ecosystem schema). 5. Solutions: Formulating mitigation/adaptation strategies based on geographical and sustainability concepts. 6. Report Preparation and Presentation: Preparing a collaborative report and presenting the results in class.
DETAILS OF REQUIRED OUTPUTS	Group report; spatial map/visualisation; group presentation.
ASSESSMENT INDICATORS, CRITERIA, AND WEIGHTS	1. Conceptual Understanding (Ability to explain human-environment interaction in a geographical context): 20%. 2. Analysis and Synthesis (Depth of analysis of contributing factors, socio-ecological impacts, and integration of spatial data): 25%. 3. Creativity of Solutions (Development of mitigation/adaptation strategies based on sustainability): 20%. 4. Mapping and Visualisation (Quality of map or visualisation of human-environment interaction): 10%. 5. Collaboration and Presentation (Teamwork, role distribution, and ability to present results): 25%.
IMPLEMENTATION SCHEDULE	Note: The total number of days in one semester is $16 \times 7 = 112$ days. The implementation schedule may be determined based on a daily calculation.
OTHER NOTES	
REFERENCES	1. Blij, H.J. dan Murphy, Alexander B. 2003. Human Geography: Culture, Society, and Space. John Wiley & Sons, Inc., Wiley. 2. Fielding, Gordon J. 1984. Geography As Social Science. Harper and Row Publishers: London. 3. Knox, P.L. dan Marston, S.A. 2004. Human Geography: Places and Regions in Global Context. Pearson Education, New Jersey. 4. Boyce, J.K. (1994). Inequality as a cause of environmental degradation. Ecological Economics, 11(3), 169-178. 5. Cunningham, W.P., & Saigo, B.W. (1999). Environmental Science (p. 640). McGraw-Hill. 6. Park, C.C. (2019). Ecology and Environmental Management: A Geographical Perspective. Routledge.