

	UNIVERSITAS PENDIDIKAN INDONESIA SEMESTER LEARNING PLAN (RPS)
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COURSE IDENTITY

Course Name	Course Code	Credits	Workload	Course Group	Semester	Prerequisite Course	Date of Issue
PARTICIPATORY MAPPING	SA506	2	90	Core Study Programme	5	—	2025-09-09 11:26:56

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	The Participatory Mapping course is designed to provide students with an understanding of and practical skills in community-based mapping. Participatory mapping is a collaborative approach that involves local communities in the process of collecting, analysing, and presenting spatial data to support inclusive and sustainable decision-making. The course integrates theory and practice, with a focus on modern mapping tools and technologies such as GIS, GPS, and participatory mapping software. Learning Objectives: To understand the basic concepts and principles of participatory mapping. To master participatory spatial data collection techniques. To use modern mapping tools and technologies to support participatory processes. To develop facilitation and communication skills for engaging communities in the mapping process. To analyse and interpret spatial data to support community-based decision-making.
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No.	Graduate Learning Outcomes (CPL) Assigned to This Course
1	To demonstrate scholarly, educational, and religious attitudes and behaviours that contribute to the improvement of the quality of social, national, and civic life, based on academic norms and ethics.
2	To master research and development theory in order to improve the quality of geography education in schools.
3	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.
4	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.
5	To apply, review, design, utilise science and technology, and solve problems in geographic information science.

No.	Course Learning Outcomes (CPMK)
1	Cognitive (Knowledge): Students are able to explain the concepts and basic principles of participatory mapping, including its history, objectives, and benefits. Students understand participatory spatial data collection methods (observation, interviews, FGD, mapping tools). Students master the use of mapping tools and technologies (GPS, drones, GIS software). Students can explain the process of analysing and interpreting spatial data to produce relevant thematic maps.
2	Psychomotor (Skills): Students are skilled in planning and organising participatory mapping activities, including identifying locations, stakeholders, and data collection instruments. Students can use mapping tools (GPS, drones, GIS software) effectively. Students are skilled in conducting facilitation and communication with communities. Students can process, analyse, and visualise spatial data into informative thematic maps. Students are skilled in compiling reports and presenting mapping results.
3	Affective (Attitudes): Students demonstrate responsive and empathetic attitudes towards community needs and perspectives. Students are aware of the importance of community participation in decision-making. Students demonstrate collaborative attitudes and teamwork. Students are committed to the principles of social justice and sustainability.
4	Contextual (Application): Students can apply participatory mapping in real contexts (boundary mapping, land use, or natural resource identification). Students can provide recommendations based on mapping results. Students can identify challenges and opportunities in implementing participatory mapping.
5	Evaluative (Reflection): Students can evaluate the process and results of participatory mapping. Students can critically reflect on their role and its impact on the community. Students can design improvement strategies for future participatory mapping.

No.	CPMK	Sub-CPMK
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1	CPMK - 1	Sub-CPMK 1: Students are able to explain the definition, history, and basic principles of participatory mapping. Students can identify the roles and benefits in various contexts. Students understand the ethics and responsibilities involved in engaging communities.
2	CPMK - 1	Sub-CPMK 2: Students are able to design a participatory mapping plan, including determining objectives, locations, and stakeholders. Students can compile appropriate data collection instruments. Students can form working teams and assign roles effectively.
3	CPMK - 2	Sub-CPMK 3: Students are skilled in using mapping tools such as GPS, drones, and base maps. Students can operate mapping software (QGIS, ArcGIS, Google Earth, etc.). Students can perform calibration and validation of collected data.
4	CPMK - 2	Sub-CPMK 4: Students are able to conduct field observations and identify relevant spatial features. Students are skilled in conducting interviews and FGDs with communities. Students can document the data collection process systematically and participatorily.
5	CPMK - 3	Sub-CPMK 5: Students are able to process spatial data using GIS software to produce thematic maps. Students can analyse spatial data to identify patterns, trends, and issues. Students can interpret analysis results to support decision-making.
6	CPMK - 3	Sub-CPMK 6: Students are skilled in visualising spatial data in the form of maps, graphs, and infographics. Students can compile complete and systematic mapping reports. Students can present mapping results to various parties clearly and persuasively.
7	CPMK - 4	Sub-CPMK 7: Students are able to conduct participatory facilitation to engage communities. Students are skilled in communicating effectively with communities and stakeholders. Students can build collaborative relationships with communities.
8	CPMK - 4	Sub-CPMK 8: Students are able to evaluate the process and results of participatory mapping. Students can identify challenges and lessons learned. Students can design improvement strategies for future participatory mapping.
9	CPMK - 5	Sub-CPMK 9: Students can apply participatory mapping in real contexts. Students can provide recommendations based on mapping results for inclusive and sustainable decision-making. Students can identify challenges and opportunities, and design adaptive solutions.
10	CPMK - 5	Sub-CPMK 10: Students demonstrate responsive and empathetic attitudes towards community needs. Students are aware of the importance of community participation. Students demonstrate collaborative attitudes and teamwork. Students are committed to social justice and sustainability.

No.	Course Materials
1	Introduction to Concepts, Knowledge, Technology, and Art in Participatory Mapping.
2	Participatory Mapping Planning.
3	Regulations and Standardisation in Participatory Mapping.
4	Methods and technologies in participatory mapping.
5	Data Acquisition Techniques, Instrument Collection, and Processing of Participatory Mapping Data.
6	Participatory facilitation techniques with communities in participatory mapping.
7	Conflict Resolution in Participatory Mapping.
8	Analysis of Data Processing Results in Participatory Mapping.
9	Data visualisation techniques (maps, graphs, infographics) in Participatory Mapping.
10	Validation, Reflection, and Evaluation of the Participatory Mapping Process.

11	Map Review, Map Endorsement, and Agreements in Participatory Mapping in Real Contexts.
12	Follow-up Plans, Monitoring, Principles of Social Justice and Sustainability, and Professional Ethics in Engaging Communities.
13	Adaptation to Local Context, Balanced Local and Scientific Knowledge, Appropriate Use of Tools and Technology, and Ethics and Social Responsibility in Resolving Participatory Mapping Issues.
14	Case Study: Land disputes and conflicts in Participatory Mapping in Indonesia.

Demonstrable Learning Outcomes at the End of the Course	Active participation in discussions and field practice. Completion of participatory mapping project. Report and presentation of mapping results. Mid-semester and final semester examinations.
Learning Strategy	Team-based Project ✓
Learning Steps	1. Introduction to Concepts and Theory (Weeks 1–2): Introductory lecture on participatory mapping, history, and basic principles. Discussion on the importance of engaging communities. 2. Planning and Preparation (Weeks 3–4): Training in designing plans. Compiling data collection instruments. Forming working teams. 3. Tool and Technique Training (Weeks 5–6): Training on mapping tools (GPS, drones). Introduction to mapping software. 4. Field Practice (Weeks 7–9): Field visits. Participatory data collection with communities. Documentation. 5. Data Processing and Analysis (Weeks 10–11): GIS software training. Production of thematic maps. 6. Visualisation and Presentation (Weeks 12–13): Data visualisation training. Report compilation. Presentation of results. 7. Evaluation and Reflection (Week 14): Discussion on process evaluation. Improvement recommendations. 8. Final Examination (Weeks 15–16): Written or oral examinations. Project assessment.

No.	References
1	Fox, J., Suryanata, K., Hershock, P., & Pramono, A. H. (2005). Mapping power. <i>Participatory Learning and Action</i> , 54(1), 28–35.
2	Ifejika Speranza, C., Kiteme, B., & Wiesmann, U. (2008). Droughts and famines. <i>Global Environmental Change</i> , 18(1), 220–233.
3	Kyem, P. A. K. (2004). Of intractable conflicts and participatory GIS applications. <i>Annals AAG</i> , 94(1), 37–57.
4	Rambaldi, G. (2010). Participatory 3-dimensional modelling. <i>PLA</i> , 63(1), 109–118.
5	IFAD. (2009). Good practices in participatory mapping.
6	Safitri, M. A., & Dewi, O. C. (2013). <i>Pemetaan partisipatif: Pengalaman dari lapangan</i> . Bogor: CIFOR.
7	Galudra, G., & Sirait, M. (2009). <i>Pemetaan partisipatif untuk resolusi konflik tenurial</i> . Bogor: ICRAF.
8	Maryudi, A., & Nawir, A. A. (2014). <i>Pemetaan partisipatif dalam pengelolaan hutan berbasis masyarakat</i> . Yogyakarta: UGM Press.
9	Nugroho, H. Y. S. H., & Setyawati, T. (2015). <i>Pemetaan partisipatif untuk penguatan hak masyarakat adat</i> . <i>JTFM</i> , 21(2), 85–94.
10	BIG. (2019). <i>Pemetaan partisipatif untuk pembangunan berkelanjutan</i> . Jakarta: BIG.
11	Perkumpulan HuMa. (2012). <i>Pemetaan partisipatif dan pengakuan hak masyarakat adat</i> . Jakarta: HuMa.
12	KLHK. (2017). <i>Pedoman teknis pemetaan partisipatif dalam pengelolaan hutan berbasis masyarakat</i> . Jakarta: KLHK.
13	Forest Peoples Programme. (2015). <i>Pemetaan partisipatif di Indonesia</i> .
14	PSHK. (2020). <i>Pemetaan partisipatif dan pengakuan hak masyarakat adat</i> .

LEARNING PLAN

We ek	Sub-CPMK	Sub-CPMK Achievement Indicators	Course Materials	Assess ment Form (te st/non-te st)	As ses sm ent We igh t (%)	Synchron ous (face-t o-face and virtual)	Asynchro nous (individual and group assignme nts)	Dur atio n	Ref ere nce No.	Acces s Time
1	Sub-CPMK 1: Understanding Concepts and Principles.	Students can explain the definition, history, and basic principles of participatory mapping. Students can identify roles and benefits. Students understand ethics and responsibilities.	Introduction to Concepts, Knowledge, Technology, and Art in Participatory Mapping.	Participatory	5	Face-to-face	—	2×50 min	1,10,11,12,13,14	01-09-2025 13:00
2	Sub-CPMK 1 (continued).	Same as above.	Participatory Mapping Planning.	Essay	5	Face-to-face	Individual Assignment	2 hrs	1	08-09-2025 13:00
3	Sub-CPMK 2: Planning and Preparation.	Students can design a participatory mapping plan. Students can compile appropriate data collection instruments. Students can form working teams and assign roles effectively.	Regulations and Standardisation in Participatory Mapping.	Essay	5	Face-to-face	—	2 hrs	1,9,11,12,14	15-09-2025 13:00
4	Sub-CPMK 3: Use of Mapping Tools and Technologies.	Students are skilled in using GPS, drones, and base maps. Students can operate QGIS, ArcGIS, Google Earth, etc. Students can calibrate and validate collected data.	Methods and technologies in participatory mapping.	Essay	5	Face-to-face	—	2 hrs	1,2,3,4,5	22-09-2025 13:00

5	Sub-CPMK 4: Participatory Spatial Data Collection.	Students can conduct field observations. Students are skilled in interviews and FGDs. Students can document data collection systematically.	Data Acquisition Techniques, Instrument Collection, and Data Processing.	Essay	5	Face-to-face	—	2 hrs	1,2,3,7,14	29-09-2025 13:00
6	Sub-CPMK 4 (continued).	Same as above.	Participatory facilitation techniques with communities.	Essay	5	Face-to-face	—	2 hrs	1,7,11,12	06-10-2025 13:00
7	Sub-CPMK 5: Spatial Data Processing and Analysis.	Students can process spatial data using GIS software. Students can analyse spatial data to identify patterns, trends, and issues. Students can interpret results.	Conflict Resolution in Participatory Mapping.	Essay	5	Face-to-face	—	2 hrs	10,11,12,13,14	13-10-2025 13:00
8	MID-SEMESTER EXAMINATION (UTS)				15					20-10-2025 13:00

Note: Workload data, CPMK assessment criteria, and collaborative task design are not yet available in the source document.