

tumbuhjaurban

# Guide to envir challenge 2021

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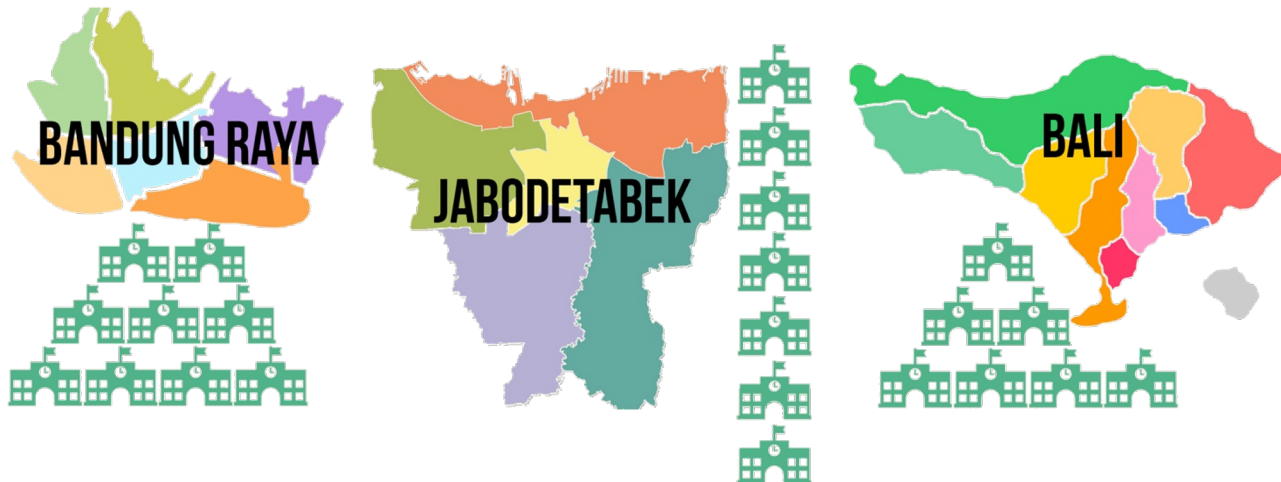
## Part III: Supervision

# envirochallenge

from your school to the environment

## about **envirochallenge**

A brief history on **envirochallenge** begins in 2016 where an organization known as Gerakan Indonesia Diet Kantong Plastik (meaning Indonesian Plastic Bag Diet Movement, known by the acronym GIDKP) created this program to empower young people just like the person who is reading this, you! An initiative that aims to enable others to take real action in mitigating environmental issues that we can no longer ignore. Together with supporting collaborators, the **envirochallenge** team visited dozens of schools across Indonesia to share how.





## What does **envirochallenge** do?

Identifying environmental problems (focusing on plastic pollution) to create direct collaborative action and reaction programs as solutions through whole school participation from the principal, teachers, to employees, that is centered on the students, together with our team of facilitators.




Since 2016, **envirochallenge**'s objective is to implement Sustainable Development Goals (SDGs), known in Indonesia as *Tujuan Pembangunan Berkelanjutan* (TPB), into real action whilst supporting the empowerment of today's young people to become tomorrow's agents of change.

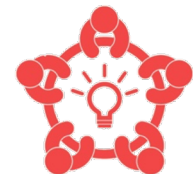
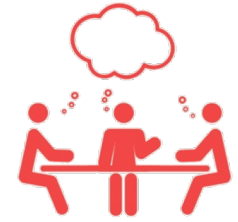


The pandemic that has been in effect since 2020 is of course also related to sustainability issues that we have faced for a very long time but are now showing direct significant impact on our environment, society, and economy. Even with increased challenge of limitations, can **envirochallenge** still be done? The answer is yes.



## Pointers on using this module

1. It is recommended to use electronic devices such as computers, laptops, mobile phones, or tablets. If it is more convenient to print, please use two-sided pages.
2. Invite school friends, teachers, or even parents to join in reading and doing this module together.
3. It is recommended to read the **envirochallenge** modules in order beginning from volume I.
4. Make sure that your electronic device is connected to the internet so that you can access short films and external documents through the links provided. This sign  indicates that the writing is also a link that can be clicked connecting files via the internet.



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**Supervision** of an educational counselor is an essential role to the sustainability of **envirochallenge**, even when youth are the main target of the movement. In previous modules of the 2021 **envirochallenge** guidebooks, practical program directives were given, but in this module special materials are given for mentors, guardians, and educators to maximize program results. But to those of you here that happen to be the youth we are trying to guide, you are still more than welcome to read on.

When building any educational program in Indonesia, we must consider history and the binding supporting factors. **Envirochallenge** wishes to share, according to its version, what should be of concern and what should require a deeper understanding.



The realization of a program that is good, effective, on target, and provides significant change, also requires a good supporting mentor.

## A Good Educational Counselor

according to **envir**  **challenge**, has an understanding of the following points.

**ENVIRONMENTAL BASIS OF IDN. SCHOOLS**  
**SUSTAINABLE DEVELOPMENT FUNDAMENTALS**  
**SCHOOLS THAT HUMANIZE HUMANS**  
**AN EFFECTIVE EDUCATOR**  
**PROGRAM INTEGRATION INTO CURRICULUM**



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# I. ENVIRONMENTAL BASIS OF IDN. SCHOOLS

All things good are based on a foundation that is also good. When talking about our nation's education, we must also talk about the government regulations it is based on. Therefore it would be wise to look back at important laws and regulations, especially those that underlie

## ENVIRONMENTAL EDUCATION IN INDONESIA

Indonesia's national education begins with the 1945 Constitution (known in the Indonesian abbreviation UUD) in Article 31 which states that it shall build on our nation's youth noble character and intellect. Although not explicitly written, this intellect includes the intelligence of understanding and being responsible for their environment.

We realize now that the vision of our National Education has long viewed students as human beings who are both subjects and objects in sustainable development. The following pages provide a historical summary of that vision.





# ENVIRONMENTAL EDUCATION IN INDONESIA



**1975-1979**

PLH\* (Environmental Education) is held in Indonesia by IKIP\* under the supervision of the PPLH\* Minister and tested in 15 Elementary Schools



**2003**

UU No. 20 Th. 2003 on the National Education System describes a school that puts forward the values of Pancasila and environmental ethics



**2006**

Adiwiyata program introduced as a follow-up to the cooperation agreement between the Ministry of Depdiknas\* and KNLH\* which was initiated in 1996



**2005-2007**

Education for Sustainable Development (ESD) is introduced to the world, and is apparent in UU No. 17 Th. 2007 on the National Long-Term Development Plan



**2009**

UU No. 32 Th. 2009 Article 65 Paragraph 2 concerning Environmental Protection and Management reads "Everyone has the right to environmental education."



**2010-2011**

Inpres No.1 Th. 2010 concerning National Development and MoUs of the Minister of Environment and the Minister of National Education No.03/MENLH/02/2010 and No.01/II/KB/2010 were inaugurated

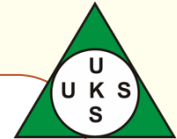


\*Indonesian governmental abbreviations



## 2013-2019

Since its debut in 2006, many years later, the **Adiwiyata** program has consistently been a government program that motivates schools to further study, deepen, and practice mitigating environmental issues within the school environment as regulated in **PermenLH No 5 of 2013** and **PermenLHK No P.53/MENLHK/SETJEN/KUM.1/9/2019** ✨



## 2014

There are also government programs for schools that are also indirectly related to environmental education, among are **Unit Kesehatan Sekolah/Madrasah (UKS/M)** (translated as Healthy School Unit) program in the development of Healthy School. Since its start in 1956, it has now been agreed within regulations **No 6/X/PB/2014; No 73 of 2014; No 41 of 2014; and No 81 of 2014** ✨ from the collaboration of 4 ministries including the Ministry of Education and Culture, Ministry of Health, Ministry of Religion, and Ministry of Home Affairs in setting goals, objectives, and program activities for UKS/M. Sustaining Healthy School Environment is among the programs of UKS/M\* that specifically includes the waste factor which indirectly supports **Adiwiyata**.

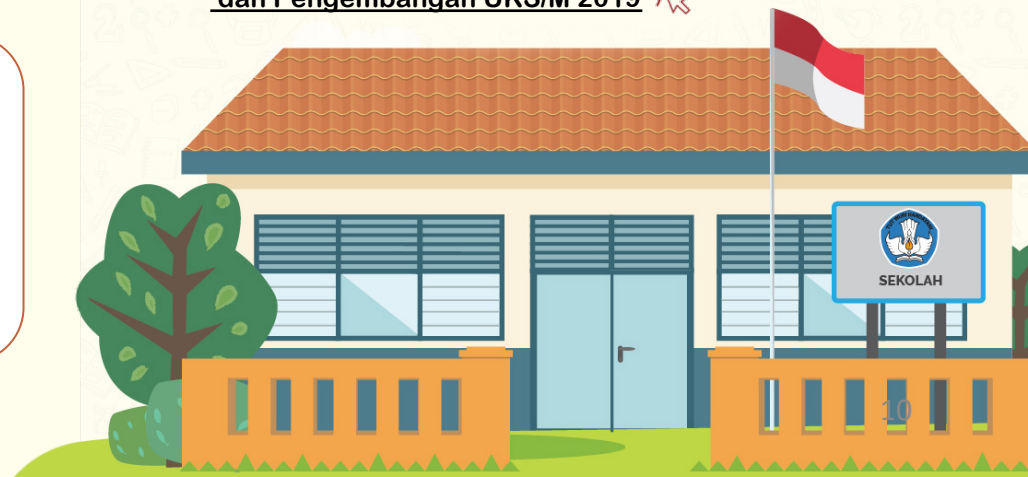
\*Sesuai yang tertulis dalam **Pedoman Pembinaan dan Pengembangan UKS/M 2019** ✨



## 2015-2017

Sustainable Development Goals (SDGs) were agreed upon by 194 countries through the UN, which led to the Presidential Decree **Perpres No. 59 Th. 2017** ✨  
The Presidential Decree outlines 17 objectives of implementing the SDGs as targets for the 2015-2019 National Long Term Development Plan (RPJMN\*\*)











\*\*Indonesian governmental abbreviations



2019

The development of the latest government regulations to reaffirm the importance of environmental education in schools, among others, is through the inauguration of **PermenLHK No P.52/MENLHK/SETJEN/KUM. 1/9/2019** in regard to the Movement for Environmental Care and Culture in Schools.

## Gerakan PBLHS

1 Perencanaan	2 Pelaksanaan	3 Pemantauan dan evaluasi	
<ul style="list-style-type: none"><li>□ Melalui penyusunan Rencana Gerakan PBLHS</li><li>□ Rencana Gerakan disusun berdasarkan laporan EDS dan hasil IPMLH</li><li>□ Rencana Gerakan mengacu kepada 8 Standar Nasional Pendidikan</li><li>□ Penyusunan rencana Gerakan PBLHS meliputi, kepala sekolah, dewan pendidik, komite sekolah, peserta didik, dan masyarakat</li></ul>	<p><b>Jenis kegiatan :</b></p> <ul style="list-style-type: none"><li>□ Melakukan pembelajaran yang mengintegrasikan penerapan PRLH di mata pelajaran, ekstrakurikuler, dan pembiasaan diri</li><li>□ Melakukan penerapan PRLH di masyarakat</li><li>□ Membentuk jejaring kerja dan komunikasi</li><li>□ Kampanye dan publikasi Gerakan PBLHS</li><li>□ Membentuk dan memberdayakan kader Adiwiyata</li></ul>	<ul style="list-style-type: none"><li>□ Dilakukan secara periodik (minimal 1 kali dalam 1 tahun)</li><li>□ Hasil pemantauan menjadi salah satu bahan penyusunan laporan EDS</li><li>□ Hasil pemantauan dan evaluasi disampaikan kepada instansi pemerintahan bidang lingkungan hidup sesuai kewenangannya</li><li>□ Dapat disampaikan <i>online</i> atau <i>offline</i></li></ul>	
 <b>Kebersihan, fungsi sanitasi, dan drainase</b>	 <b>Penanaman dan pemeliharaan pohon/tanaman</b>	 <b>Konservasi Energi</b>	
 <b>Pengelolaan sampah</b>	 <b>Konservasi Air</b>	 <b>Inovasi terkait penerapan PRLH</b>	
<b>Dukungan pelaksanaan Gerakan PBLHS</b>  <p>Dilakukan oleh Menteri, Gubernur, Bupati/Walikota</p>	<b>Pembinaan</b>  Sosialisasi/kampanye pelaksanaan Gerakan PBLHS  Pengarahan, konsultasi, dan bimbingan teknis  Dukungan sarana dan prasarana, tenaga ahli, dan/atau lainnya.	<b>Pemberian Penghargaan</b> <b>01 Penghargaan Adiwiyata</b> <i>Diberikan kepada sekolah yang telah melakukan Gerakan PBLHS</i> <b>02 Penghargaan untuk Gubernur dan Bupati/Walikota</b> <i>Diberikan kepada Gubernur dan Bupati/Walikota yang memiliki perolehan penghargaan Adiwiyata Nasional dan Mandiri terbanyak dibandingkan dengan jumlah sekolah yang berada pada 1 provinsi atau kabupaten/kota</i>	<b>Pemantauan &amp; Evaluasi</b> <i>Dilakukan untuk mengetahui efektifitas pencapaian tujuan Gerakan PBLHS</i> <b>Pemantauan dilakukan terhadap aspek</b> <ul style="list-style-type: none"><li>□ Perubahan PRLH di sekolah</li><li>□ Perubahan kondisi fisik LH di sekolah dan sekitarnya</li></ul>

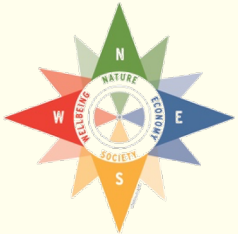
**Penerapan PRLH**


Pusat Pelatihan Masyarakat dan Pengembangan Generasi Lingkungan  
Badan Penyuluhan dan Pengembangan Sumber Daya Manusia

puslatmaspg\_l\_kihk | adiwiyata.pg.l@gmail.com  
Pusatmas dan PGL | (021) 7560461

Sumber : <http://jdih.menlhk.co.id/>

\*Infographic is yet to be translated in English



Simply put, the **enviro****challenge** program is not an extra burdening program for schools, but as a complementary support program with objectives and activities that can be integrated with existing programs in schools, such as the UKS program and the Adiwiyata program.



Such is the journey of environmental education in Indonesia. Then, moving on from the last Presidential Decree in 2017 and the 2019 regulation by the Ministry of Environment and Forestry, we now enter the second point of

**A Good Educational Counselor** which is

## II. SUSTAINABLE DEVELOPMENT FUNDAMENTALS

Talking about education based on sustainable development fundamentals cannot be separated from sustainable development goals or better known as SDGs, a follow-up to what used to be known as MDGs (millennium development goals) made in 2000.

### II.1 SDGs

As previously explained in the first module of the **envirochallenge** 2021 guidebook series, sustainable development goals are 17 goals that were agreed upon by 193 countries of August 2015, with 169 measurable targets from the UN as part of the The 2030 Agenda for Sustainable Development for both people and planetary prosperity



The SDGs are goals that are strived to be achieved at all levels of society through various mediums, especially through education.



Today, parents usually have high hopes that children can live independently and sustainably through a proper education. Thus sustainable development fundamentals are made as a basis for education by aligning its curricula with sustainable development values.

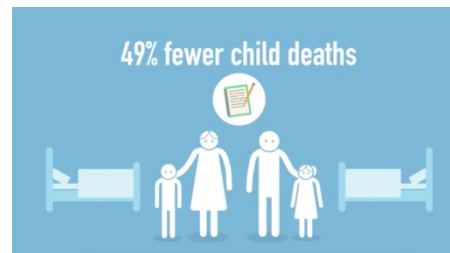
# How far can education change a person's life? An answer is provided through research results by the organization Global Education First\*.



"If all children in developing countries had basic reading skills, it is estimated that 171 million people could be lifted out of poverty."



"If all mothers in developing countries had secondary education, an estimated 12 million children could survive malnutrition and stunting."



"If all women in the world had secondary education, it is estimated that child mortality could be reduced by 49%."



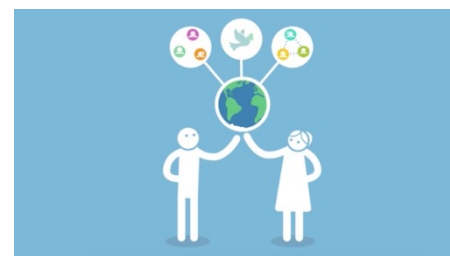
"If all women in the world had basic education, it is estimated that maternal mortality during childbirth could be reduced by up to 66%."



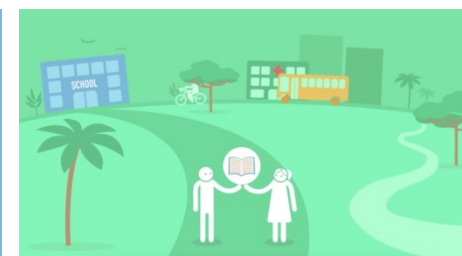
"If all girls in the world had secondary education, it would be estimated that we could reduce early marriages by 64% and early pregnancies by 59%."



"In sustainable economic development, 1 year of educational learning is associated with an estimated increase in economic income of up to 10%."



"Sustainable development that protects our environment and the creation of an inclusive and peaceful world cannot be achieved without education"



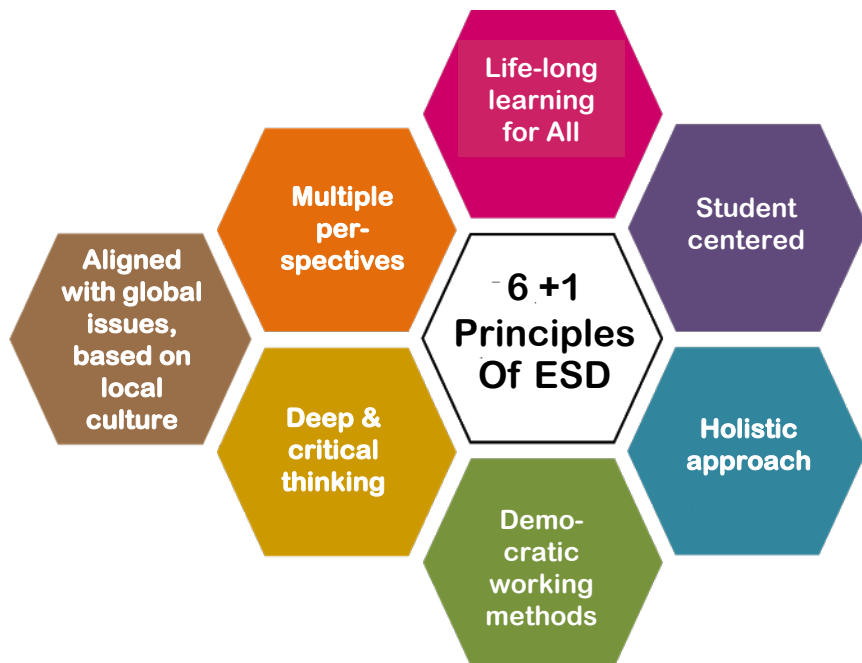
"Education really is one of the best key tools in accelerating sustainable development and a better world."


\* These research results are presented through a short film that you can watch by clicking on the writing below "Global Education First" that will direct you to the short film channel of "Sustainable development begins with education". If you are unable to click it, kindly open your internet browser and type <http://youtube.com/GlobalEducationFirst>



## II.2 ESD

Achieving sustainable development in a country requires a society of quality. By a society that is of high quality, it is possible to practice environmental sustainability in areas such as managing natural resources properly, precisely, efficiently, and at its maximum potential. A society of high quality are based on quality human beings. Among the efforts to achieve quality human beings is through Education for Sustainable Development, or ESD for short.



The goal of ESD is in line with Indonesia's National Development plan, which is to create a just and prosperous society, where humans are made as both subjects and objects of development who are educated with the knowledge and abilities needed in order to achieve that vision of society, that is in accordance with **Wawasan Wiyata Mandala** 

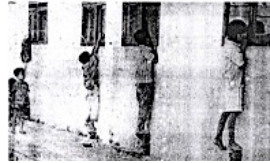
It is possible to do so with the basic principles of ESD as shown in the figure to the left.



# A brief explanation of each principle is as follows.

**Life-long learning for All**

The key is curiosity: search, discovery, admire and pay attention



**Student centered**

Learning by doing through active learning (joyful learning, exploratory, collaborative)

Developing creativity  
Creating fun and challenging conditions



**Holistic approach**

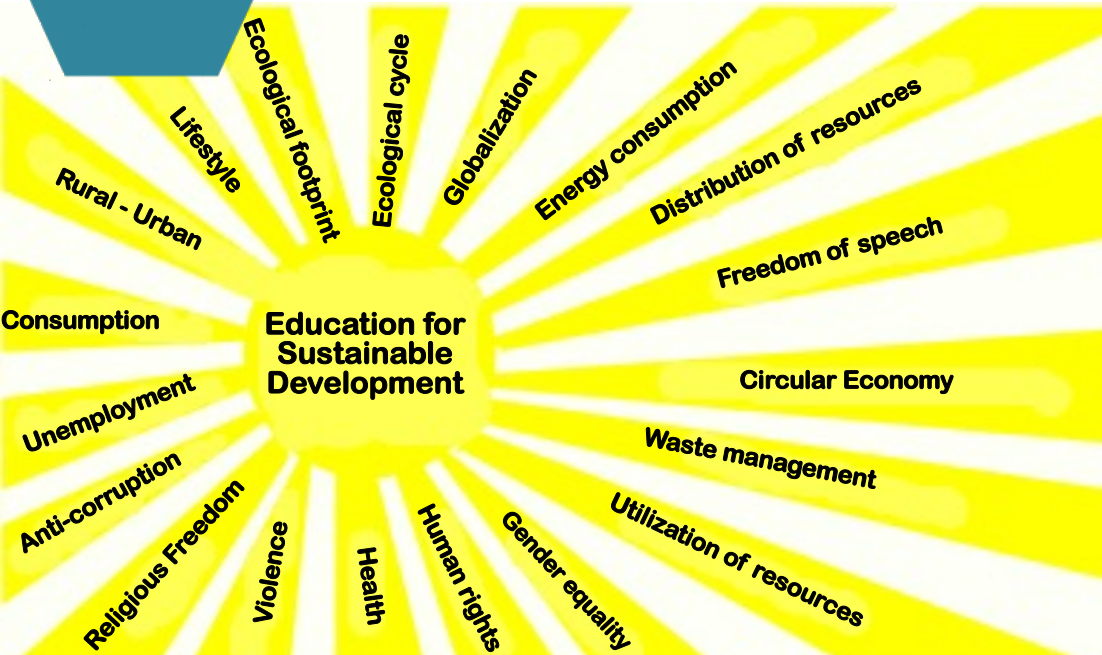
Sustainable Development learning exists across a wide range of subjects, not just one subject.

**Democratic working methods**

- Learners are trained in making decisions together
- Joint decision making is very important in dealing with environmental issues

**Deep & critical thinking**

- Applied through structured discussions with other people;
- Listening, speaking, writing, artistic creativity, etc.
- Process-oriented education.

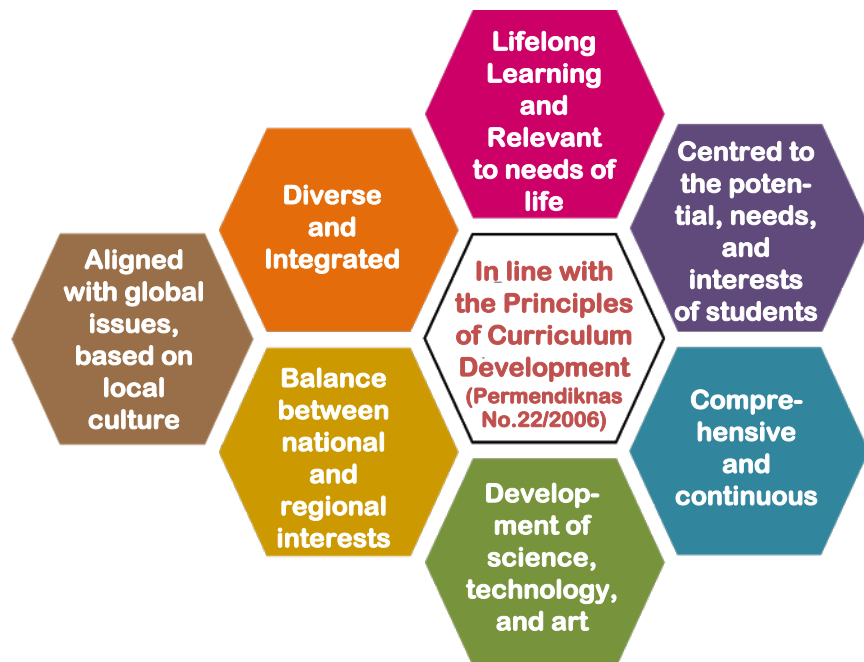


**Multiple perspectives**

- Life viewed from multiple perspectives: ethical, historical and international (can be complementary or contradictory)
- Appreciate differences, values, research conflicts of interest, multicultural
- Cultivating openness to various views and perspectives.

ESD principles are not applied solely in the Indonesian education system practices, but are in line with the principles of developing the KTSP\* (Education Unit Level Curriculum) curriculum made by **BSNP\* (National Education Standards Agency) Tahun 2006** of government regulation **Permendiknas No. 22 Tahun 2006**

\*Indonesian governmental abbreviations



The KTSP is developed according to its relevance by each educational group or unit based on the BSNP guidelines and taking into account the considerations of the school/madrasah committee. The curriculum must be designed to be usable within all limitations. It is expected that the design of an ideal curriculum is adaptable by maximizing what is available within the local environment that can be realized by fulfilling the following principles. **Envirochallenge** applies these same principles within its program.

FROM  
YOUR SCHOOL  
TO THE  
ENVIRONMENT

Now, with a better understanding of the principles of sustainable development, we enter the next point of

**A Good Educational Counselor** which is understanding

### **III. SCHOOLS THAT HUMANIZE HUMANS**

Understanding of "humans" and how to develop their maximum potential, can be done through understanding multiple human intelligences and patterns of activities that can support their achievements. **Envirochallenge** applies this understanding towards its participants as well.

## III.1 Multiple Intellegences

Starting from how to view human intelligence, we can refer to the theory of multiple intelligences developed by Howard Gardner, a developmental psychologist. Gardner found a total of nine categories of intelligence that every child has, and he also emphasized the need to stimulate all of them without exception.

1. Linguistic Intelligence
2. Mathematical-logical intelligence
3. Visual-Space Intelligence
4. Bodily-Kinesthetic Intelligence
5. Musical Intelligence
6. Interpersonal Intelligence
7. Intrapersonal Intelligence
8. Naturalist Intelligence
9. Existential/spiritual intelligence



For further explanation, kindly click on the following article link

**[“Multiple Intelligences: What Does the Research Say?”](#)** 

from the George Lucas Educational Foundation site <http://www.edutopia.org>

## III.2 MBS

Most school curriculum practices focus on stimulating linguistic and logical-mathematical intelligences regardless of the subject, even though all these intelligences must be stimulated periodically. This can be done by implementing a human-based (student-centered) learning system or in the school system also known as a whole school approach, which in Indonesian is abbreviated as MBS (*Manajemen Berbasis Sekolah*).



**Humane  
Based  
Learning**  
(Learner Centred)



**Whole  
School  
Approach  
(MBS)**

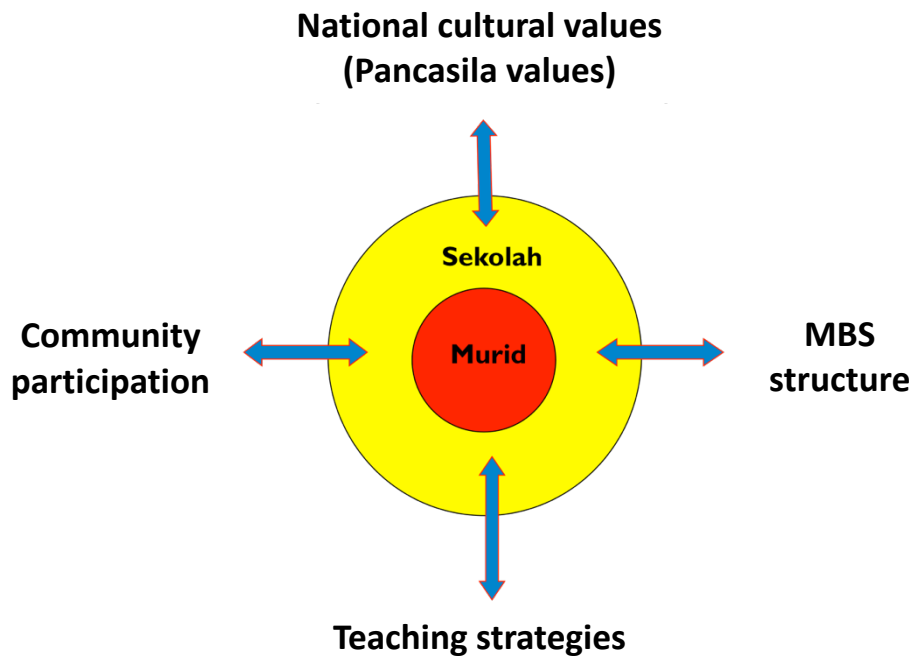
MBS regulations are part of national programs that are stated in

[Law No. 20 Tahun 2003 regarding National Education System](#) 

Article 51 (Paragraph 1)

Article 54 (Paragraph 1 & 2)



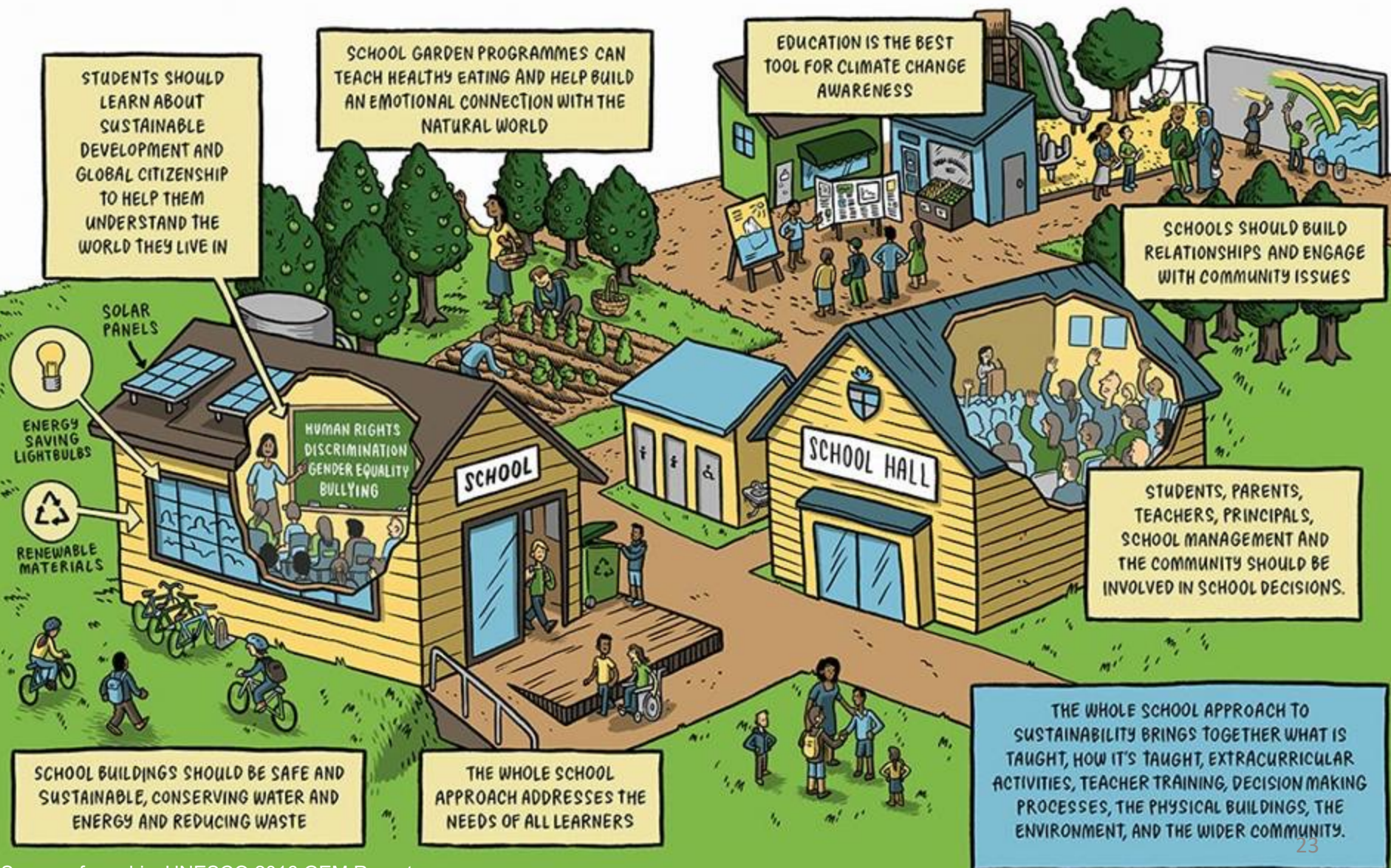


Policies of an educational institution are key components in the integrity of a learning. Involving all parties related to school life, such as parents, relevant agencies, community leaders, and so on to be part of the educational process of a learner. An ideal MBS system is able to embrace all parties in the school community in contributing to a complete learning cycle.

An understanding of MBS can be gained through the UN's illustration on the following page of a school where its infrastructure and the participation of all school residents (both within and around the school) facilitate the provision of learning resources that can be obtained from almost any aspect of the school.



# Sustainability is not just something to learn, it's something to live!



The **MBS VISION** lies in its main objective to improve the quality of education. With MBS in schools, or any educational institution for that matter, and embracing community participation, there is no need to wait for policies from up top (the government). Schools can independently develop and carry out an educational vision that is appropriate to its local environment in achieving learning competencies in the form of necessary knowledge, values or attitudes, skills, and perspectives.

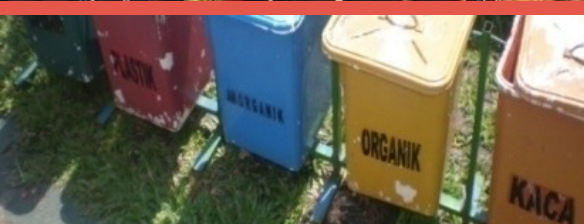
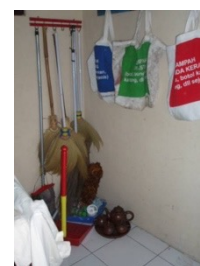


The involvement of parties outside the school environment, such as parents and communities, are a very important aspect in education and school management, because the responsibility for education and school sustainability is not only the responsibility of the school and teachers whereas parents and communities also have a role. The involvement of students along and other school members in educational implementation with maintenance of infrastructure, is a manifestation of taking responsibility in preserving the culture of our nation's character and the local environment.





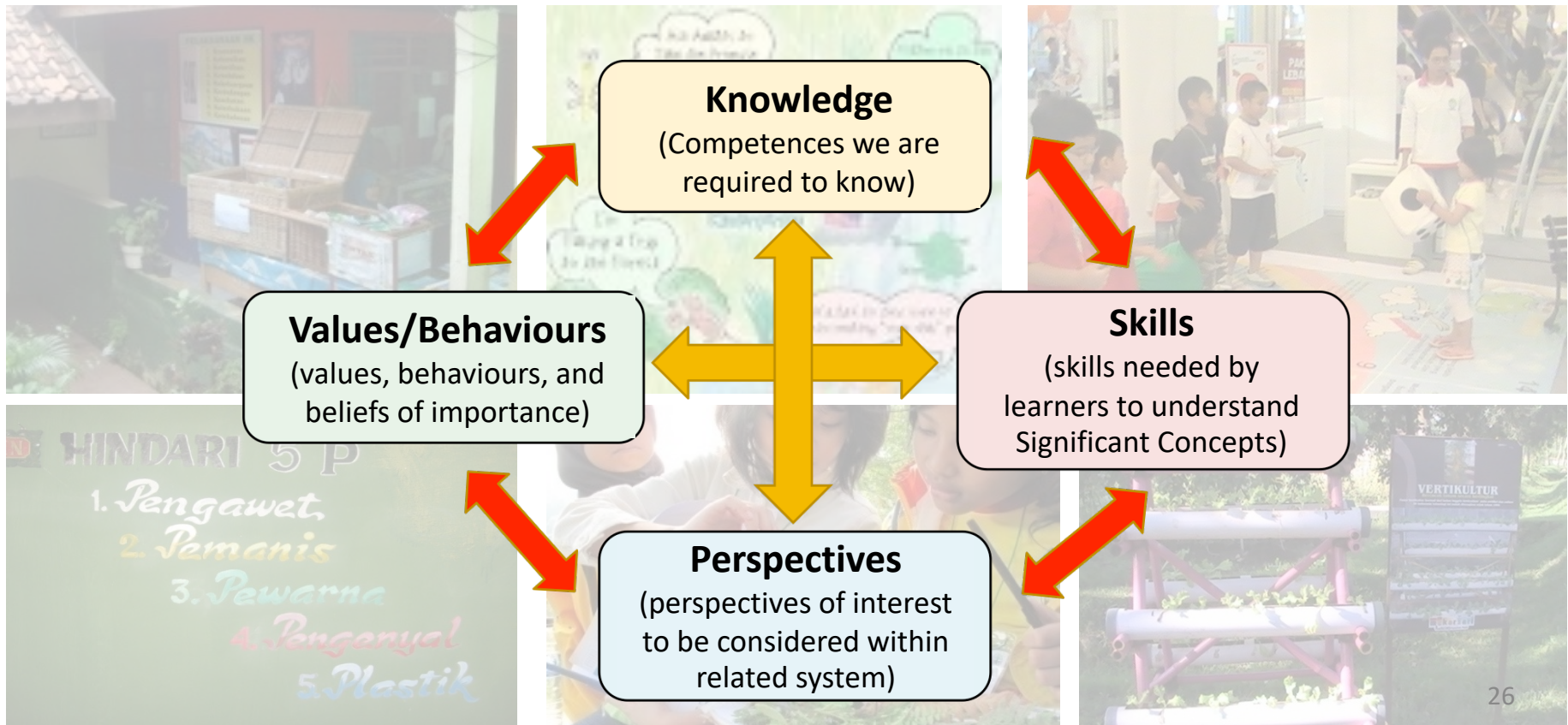
And so, what is the **CONNECTION BETWEEN MBS DAN ESD**? The whole school approach is a school management system is actually from the ESD framework. In ESD terms, the whole school approach is defined as an approach that requires the participation, or representation, of all stakeholders in a school community and input from all aspects of the school's management, operations, and daily life. The whole school approach operates with various aspects and integrative cooperation of parties to realize ESD, which is very much in line with Indonesia's existing MBS system.



So when ESD and its whole school approach were introduced in Indonesia, there was already an established basis for receiving and disseminating education for sustainable development in Indonesia, namely the existence of MBS. Through the reintroduction of the whole school approach that is a very established international concept, Indonesia can be proud knowing that it has long had MBS in its country's legislation.

Source of images: Materials from Sekolah Sobat Bumi 2013 toolbox in conjunction with Pertamina Foundation & REDD+ and collaboration with LeafPlus

In the end, all of our efforts in policies, activities, and multi-stakeholder collaboration in learning are to achieve curriculum competencies that have been arranged in such a way to hone knowledge, skills, perspectives, and/or values-attitudes in fully humanizing humans enabling us to contribute to a global society and our nation. As seen in the diagram below, these four components of competence are interconnected and influence one other with the hope that we have humanized humans as much as possible within our school's systems .



### III.3 Indicators to Learning Comprehension



Source of graphic: Dokumen Ranah Penilaian Kognitif Irma Pujiastuti Academia Edu, 2017

To ideally measure success of learning demands more than traditional indicators such as tests as a basis for assessment, but through various test and non-test methods assisted by a benchmark called Bloom's Taxonomy. Bloom's Taxonomy is a hierarchical structure that identifies individual abilities, dating back to the early 1950s. According to Bloom, memorization is the lowest level in thinking skills (thinking behaviors). It is based on the understanding that there is still much to be achieved through a learning process to eventually construct competent students. This thinking is in line with the achievement of competencies in Indonesia's 2013 Curriculum.

Explanations of theories backing the educational methods of the **envirochallenge** program have been laid out. Now we continue with

## A Good Educational Counselor

concept by also being a

### IV. An Effective Educator

according to **envirochallenge** that embodies the four points on the following page





## **OPEN MINDED & KNOWLEDGABLE**

As an educator, you should be open to two-way learning, but also as an educator you are still responsible for enriching yourself with broad insight & in-depth knowledge

## **HOLISTIC & INTEGRATIVE**

An effective educator is able to take 'complicated' material and turn it into something that is easy to digest. One way to do that is to interconnect materials under one big theme or title with material derivatives, so that it all become one single study unit


## **STRONG & CLEAR MOTIVATION**

Any profession, requires a strong motivated person in carrying out his/her job activities. It would be good to reflect and remind yourself once again of your own expectations & goals in educating others

## **COMMUNICATIVE YET FIRM**

On the one hand, we should be able encourage active learning, but on the other we should also be able to maintain conditions that support smooth commencement of learning activities



When the four points of an effective educator are aligned with Permendiknas No 16 Tahun 2007  there is apparent common thread. According to the relevant Permendiknas\* regulation, there are also four components of competence that should be possessed and performed by all educators in Indonesian institutes.

But in the eyes of **envirochallenge**, there is but one more additional component of competence an educator is believed to have.



### **Pedagogic Competence**

- Understanding of students
- Educational learning
- Diversity of learning methods & resources
- Facilitate self-actualization
- Communicative and reflective

### **Personal Competence**

- Prioritizing Indonesian national norms
- Honest, steady, noble, and be an example
- Work ethic, high responsibility, follows the teacher's code of ethics

### **Social Competence**

- Inclusive & non-discriminatory
- Communicates effectively, empathically, and politely
- Able to adapt to the environment of Indonesia's socio-cultural diversity

### **Professional Competence**

- Masters material, concept, structure, & mindset
- Masters SKKD\*
- Creative, sustainable professional development of materials, & use of information technology

### **Collaborative Competence**

Can collaborate with multi-stakeholders both within school from fellow teachers, management, students, employees, and stakeholders surrounding and/or outside the school

We now arrive at the last point to  
**A Good Educational  
Counselor**

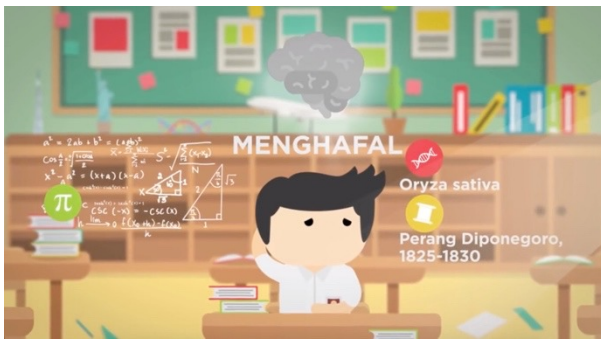
which is the ability to conduct

**V. PROGRAM  
INTEGRATION INTO  
CURRICULUM**

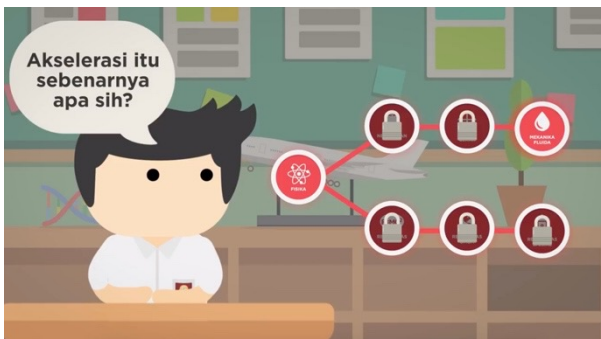
The fifth and final point focuses on the end implementation of the **envirochallenge** program, specifically into schools. In this step, we will go in depth on technicalities to how a program can be implemented and integrated into school curriculum\*.

\*Specifically in Indonesia





“ One of many mistakes that occur in school is just memorizing the material, not ‘understanding’ ”



“ It is necessary to understand a subject to its very basics, not just the ‘outer thin layer’ ”



“You don't have to be an expert in all subjects, but you should at least know of them whilst looking for a subject of interest you'd want to focus more on – because we will have to work together with other people who are experts in other subjects who may want to achieve the same goal. ”

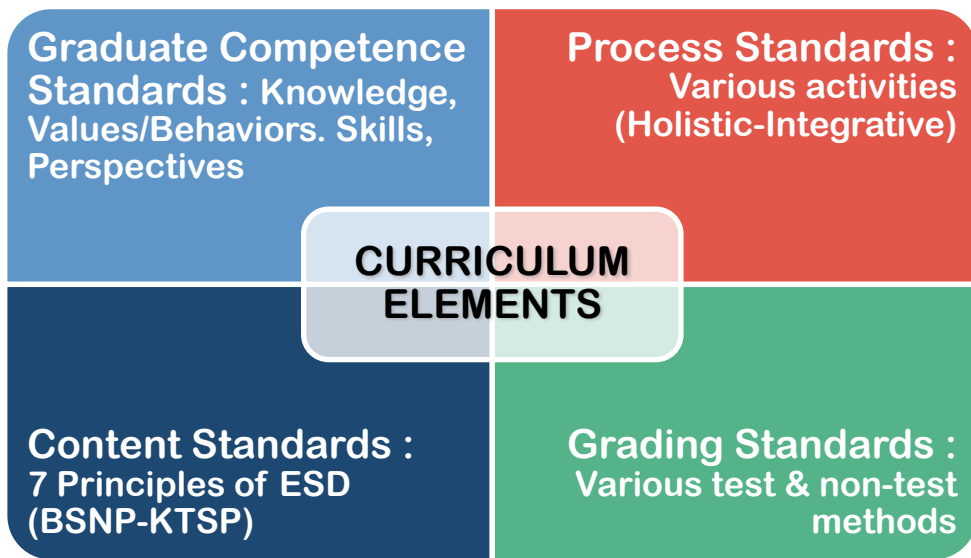
Before we continue, perhaps we could explore an alternate perspective to “school curriculum” not from the one teaching but from the student receiving.

One interpretation is animated in the following short film. Please click on the writing below “Kok Bisa” that will direct you to the short film channel of “Satu Kesalahan Terbesar Dalam Belajar”. If you are unable to click it, kindly open your internet browser and type <http://youtube.com/KokBisa>

This short film is in Indonesian. For English language audiences, you may turn on the English subtitles feature provided on the Youtube website.







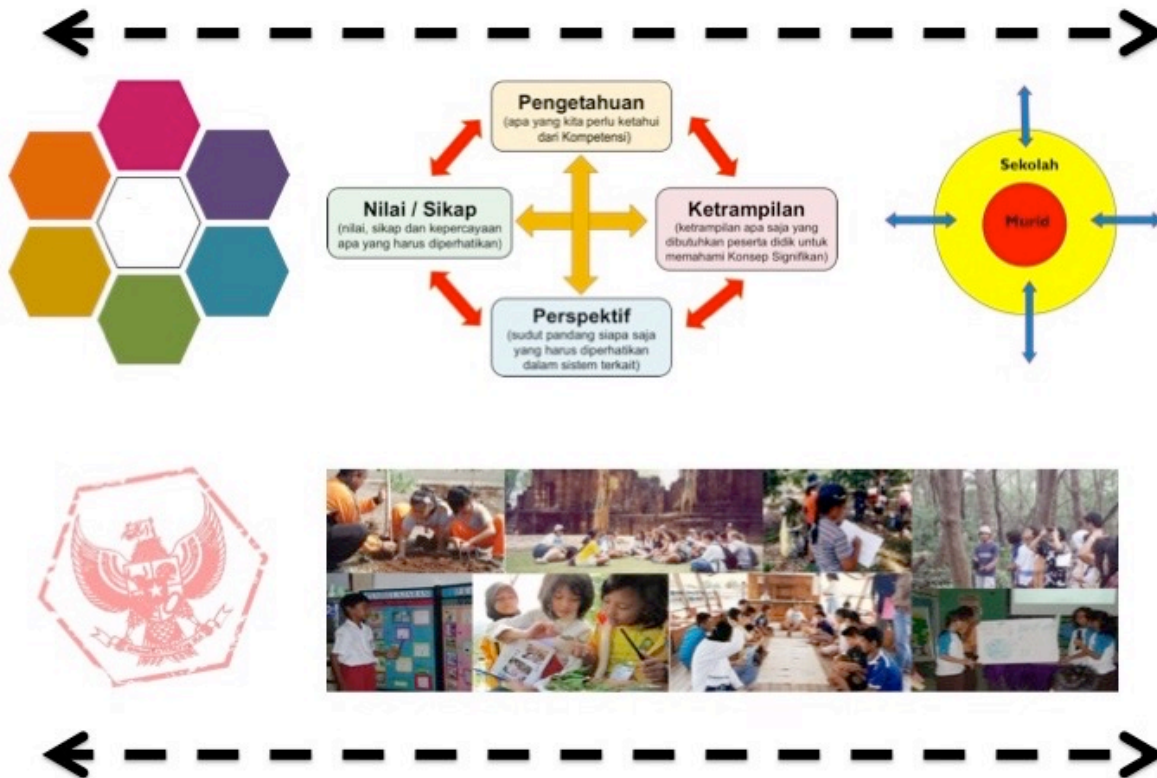
Thus was the perspective of student towards Indonesia’s curriculum. Hopefully you had gain interesting insights. The first move in integrating a program into school curriculum is being well acquainted with Indonesia’s 2013 curriculum.

Source of graphic: Materials from Sekolah Sobat Bumi 2013 toolbox

In contrast to the previous curriculum design, the development of attitudes and skills are more emphasized in comparison to aspects of student knowledge.

The purpose of the 2013 Curriculum is not “teaching to the test” learning, but is to develop Indonesian individuals who have a comprehensive education, are able to live full lives, and are faithful, productive, creative, innovative, and affective and are also able to contribute to society, country, state, and world civilization.





An ideal curriculum should indeed be thematic-integrative, contextual and conceptual, implemented with a variety of participatory methods in order to develop a generation to its maximum potential in order to secure a sustainable future for Indonesia.

This is in line with Regulation of the Ministry of Education No. 22, 23, 24 of 2006 dan No. 41 of 2007, along with the Presidential Decree No. 1 of 2010.

One of the keys to implementing **envirochallenge** into schools whilst creating definite cooperation between school subjects is through an

## Integrated Lesson Plan

Making an Integrated Lesson Plan (known in Indonesian as an RPP, which is an abbreviation for *Rencana Pelaksanaan Pembelajaran*) must be made by groups of various collaborating school subject teachers/educators; we recommend preparing the following items:

- A blank A3 size paper
- Several packs of color sticky notes
- 1 set of markers

Take the A3 size paper and make a table of nine lines with a number of columns that coincides with the number of collaborating school subjects (we suggest a minimum of three subjects); there is an example table on the following page



# Integrated Lesson Plan

(*RPP Terintegrasi*)

<b>Subject</b> ( <i>Pelajaran</i> )			
<b>Competences</b> ( <i>Kompetensi</i> )			
<b>Indicators</b> ( <i>Indikator</i> )			
<b>Materials</b> ( <i>Materi</i> )			
<b>Activities</b> ( <i>Kegiatan</i> )			
<b>Resources</b> ( <i>Sumber Belajar</i> )			
<b>Assessment</b> ( <i>Penilaian</i> )			
<b>Objective</b> ( <i>Tujuan</i> )			
<b>Teacher in Charge</b> ( <i>Penanggung Jawab</i> )			

## Integrated Lesson Plan 5W+1H

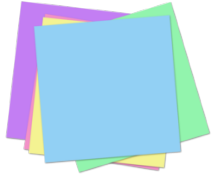
Subject (Pelajaran)	WHAT
Competences (Kompetensi)	
Indicators (Indikator)	
Materials (Materi)	
Activities (Kegiatan)	HOW
Resources (Sumber Belajar)	WHERE
Assessment (Penilaian)	WHY
Objective (Tujuan)	
Teacher in Charge (Penanggung Jawab)	WHO

Before we start filling in the table, we can first view the Integrated Lesson Plan as 5W+1H.

5W+1H is an abbreviation for the words What, Where, Why, Who, and How.

It is not just students who feel a burden when faced with school curriculum with all its subjects, but often times teachers too feel a similar burden when faced with the school's whole curriculum or when having to prepare lesson plans. Reorganizing a lesson plan per part into a table such as this may in fact help the teacher to at least give a better perspective making it easier to identify and make ready learning materials. This is all preparation to better facilitate inter-subject collaboration.

Filling in the **Integrated Lesson Plan** is divided into six parts, beginning with the following three.



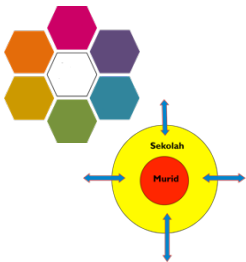
### 1 FILLING IN THE TOP LINE AND COMPETENCE MAPPING

At the top of the table, on the sides of the title, write the class grade, semester, and umbrella program or theme. Then map the competences to be interconnected between collaborated school subjects under the appointed integrated program or theme.

### 2 FILLING IN THE MATERIALS



Choose a topic, theme, or title of the learning materials of each subject whilst considering which SDG is related to achieving the competences in accordance to the integrated program or theme. We suggest that no more than three SDGs per subject and that there are similar SDGs between the interconnected subjects.



### 3 FILLING IN THE ACTIVITIES AND LEARNING RESOURCES

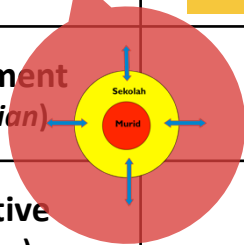
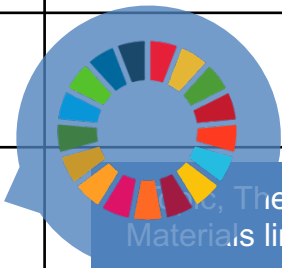
By taking the ESD principles into consideration, that is in line with the guidelines of how curriculum is developed, and the whole school approach, determine the learning activities and resources for each subject.

Grade and Semester

# Integrated Lesson Plan (RPP Terintegrasi)

Umbrella Program or Theme

Subject (Pelajaran)	<u>"Subject"</u>	<u>"Subject"</u>	<u>"Subject"</u>
Competences (Kompetensi)	Competences to be achieved	Competences to be achieved	Competences to be achieved
Indicators (Indikator)			
Materials (Materi)	Topic, Theme, Title of Materials linked to SDG	Topic, Theme, Title of Materials linked to SDG	Topic, Theme, Title of Materials linked to SDG
Activities (Kegiatan)	A wide range of activities and analytical exercises	A wide range of activities and interpreting exercises	A wide range of real field calculating activities
Resources (Sumber Belajar)	Sources of materials, places, or people of interest	Sources of materials, places, or people of interest	Sources of materials, places, or people of interest
Assessment (Penilaian)			
Objective (Tujuan)			
Teacher in Charge (Penanggung Jawab)			



Subject (Pelajaran)	<u>Economy</u>	<u>English</u>	<u>Math</u>
<b>Competences</b> (Kompetensi)	No 2 Concept of Economy No 2.2 Circular flow	No 1 Understanding News No 1.1 Responding to e-news	No 4 Statistical Skills No 4.3 Calculating Size
<b>Indicators</b> (Indikator)			
<b>Materials</b> (Materi)	Eco. Cycle SDG 12      Influence of city SDG 11	Various views on consumption SDG 3, 11, and 12	Calculation and interpretation of statistics SDG 12 & 13
<b>Activities</b> (Kegiatan)	Watching films      Analyze & Discuss      Diagram making	Researching news on plastic      Analytical writing	Periodic examinations      Create statistical analysis data
<b>Resources</b> (Sumber Belajar)	Film from Youtube      School Textbooks      Café- feria	E-news media sources      School Textbooks	School Textbooks      Café- feria      Garbage dump
<b>Assessment</b> (Penilaian)			
<b>Objective</b> (Tujuan)			
<b>Teacher in Charge</b> (Penanggung Jawab)			



The next three parts to the **Integrated Lesson Plan** are as follows

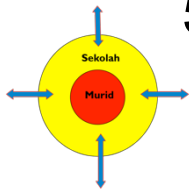
#### 4 FILLING IN INDICATORS AND ASSESSMENTS

Determination of indicators and assessments are filled together because they are interrelated, taking into account the competencies of knowledge-skills-values/attitudes to be achieved and bloom's taxonomy.



#### 5 FILLING IN THE TEACHER-IN-CHARGE

Given that student learning is not the responsibility of the subject teachers alone, it would be necessary to determine who would be responsible for this lesson plan.



#### 6 FILLING IN THE LEARNING OBJECTIVE

A lesson plan generally places learning objectives at the beginning, but here the objectives are placed near the end. Because it is better to determine the complete goal after going through all of the other aspects so you can see the lesson plan in its entirety in order to determine the objective correctly and not at random. In filling in this section, the subject teachers can reflect back to the main purpose of the 2013 Curriculum as a basis for development.

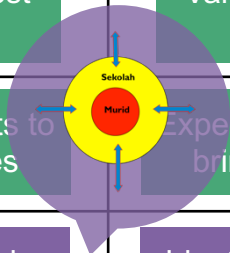
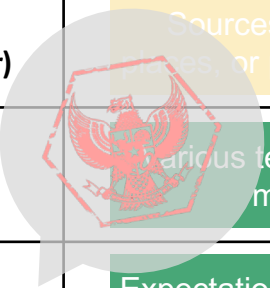
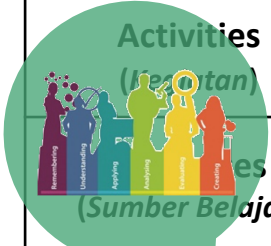
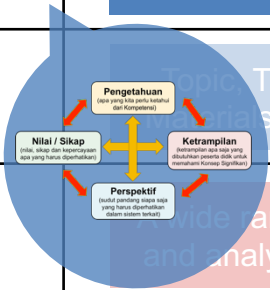


Grade and Semester

# Integrated Lesson Plan (RPP Terintegrasi)

Umbrella Program or Theme

Subject (Pelajaran)	<u>"Subject"</u>	<u>"Subject"</u>	<u>"Subject"</u>
Competences (Kompetensi)	Competences to be achieved	Competences to be achieved	Competences to be achieved
Indicators (Indikator)	Identification of learning achievement	Identification of learning achievement	Identification of learning achievement
Materials (Materi)	Topic, Theme, Title of Materials linked to SDG	Topic, Theme, Title of Materials linked to SDG	Topik, Tema, Judul Materi dikaitkan SDG
Activities (Kegiatan)	A wide range of activities and analytical exercises	A wide range of activities and interpreting exercises	A wide range of real field calculating activities
Sources (Sumber Belajar)	Sources of materials, places, or people of interest	Sources of materials, places, or people of interest	Sources of materials, places, or people of interest
Assessment (Penilaian)	Various test and non-test mediums	Various test and non-test mediums	Various test and non-test mediums
Objective (Tujuan)	Expectations for students to bring in their daily lives	Expectations for students to bring in their daily lives	Expectations for students to bring in their daily lives
Teacher in Charge (Penanggung Jawab)	Identification of teacher-in-charge and/or management	Identification of teacher-in-charge and/or management	Identification of teacher-in-charge and/or management



# Integrated Lesson Plan (RPP Terintegrasi)

Subject (Pelajaran)	<u>Economy</u>			<u>English</u>		<u>Math</u>		
<b>Competences</b> (Kompetensi)	No 2 Concept of Economy No 2.2 Circular flow			No 1 Understanding News No 1.1 Responding to e-news		No 4 Statistical Skills No 4.3 Calculating Size		
<b>Indicators</b> (Indikator)	Perspective based knowledge	Attitudes & values		Perspective based knowledge	Writing skills	Perspective based knowledge	Statistical skills	
<b>Materials</b> (Materi)	Eco. Cycle SDG 12	Influence of city SDG 11		Various views on consumption SDG 3, 11, and 12		Calculation and interpretation of statistics SDG 12 & 13		
<b>Activities</b> (Kegiatan)	Watching films	Analyze & Discuss	Diagram making	Researching news on plastic	Analytical writing	Periodic examinations	Create statistical analysis data	
<b>Resources</b> (Sumber Belajar)	Film from Youtube	School Textbooks	Cafeteria	E-news media sources	School Textbooks	School Textbooks	Cafeteria	Garbage dump
<b>Assessment</b> (Penilaian)	Written test on economic cycle	Research cafeteria results		News text reinterpretation test	Assessing attentiveness	Formula appliance test	1 month data analysis	
<b>Objective</b> (Tujuan)	Able to place themselves in the day-to-day economic cycle			Able to interpret & relate news context to their own selves		Able to use statistics and understand impact results		
<b>Teacher in Charge</b> (Penanggung Jawab)	Economy Teacher	Head of facilities	Plastic Program Teacher	English Teacher	Library Manager	Plastic Program Teacher	Math Teacher	Head of facilities Plastic Program Teacher



During the commencement of **envirochallenge** 2019, the first teacher training workshops for **envirochallenge** participating schools were held in two cities.

The following pages are the results of collaborating schools among the various subject teachers who attended. Hopefully it may bring inspiration to those who are currently reading 😊

\*Workshop results were directly documented on the field, and as the workshop was held in Indonesian thus are also the results; these results are yet to be translated in English



Pelajaran	PAI & BUDI P	B. Indonesia	Matematika	Kewirausahaan
KI - KD	KD-2.3 Peduli pada orang lain dengan saling menghormati sebagai cerminan Beriman kepada Kitab Allah	KI-3-10 menganalisis isi dan kebahasaan teks yg di baca atau di dengarkan KD-4-10 Mendemonstrasikan sebuah tontonan dengan memperhatikan isi dan kebahasaan	KI-3-10 Menghitung suku term binomial dan jumlah suku dua serta memahaminya	KD 3.2 Menganalisis peluang usaha produk barang/jasa
Indikator	Indikator: -pengetahuan Beriman Persepektif - sikap ketepukan dan loran	Indikator: - Keterampilan Berbicara - Pengetahuan berdeferan Persepektif	Indikator: - Pengetahuan berdeferan persepektif - Keterampilan berdeferan	pengetahuan berdeferan persepektif sikap dan nilai
Materi	Tema: Peduli terhadap lingkungan merupakan salah satu SDG: sebagai 12 & 14	Tema: Demokrasi: Nilai-nilai Hidup Sehat SDG: 3, 12	Materi: Barisan & Deret SDG: 12 & 8	menganalisis peluang hidup sehat, dengan inovasi produk yang beranggungan jumbuh (SDG: 3, 9, 12)
Kegiatan	Kegiatan: - Membuat Model Kultur Kantin dengan lingkungan - Mengembangkan kultur	Kegiatan: 1. Membuat Model Drama tentang hidup Sehat 2. Mendemonstrasikan Model Drama tentang hidup sehat	Kegiatan: - Membuat karya Sampah - Membuat data analisis Sampah - Membuat poster data secara kreatif	memberikan penyuluhan memilih sampah setelah selesai kelas membuat film dokumenter diskusi/debat antar siswa
Sumber Belajar	sumber belajar: - Alquran - Buku Paket - Buku kumpulan khutbah - Web kumpulan khutbah	Sumber Belajar: 1. Buku Paket 2. Internet 3. Pementasan Drama	Sumber belajar: - Buku Matematika - Internet - TPS	buku teks Sekolah Kantin IPS Seminar Youtube
Penilaian	Penilaian: - Praktek - Observasi - Mendemonstrasikan hasil Kultur	Penilaian: Praktek Drama - Mendemonstrasikan Hasil Model Drama tentang hidup Sehat	Penilaian: Menggunakan rumus suku barisan & deret aritmatika hasil analisis data secara & bulatan	hasil analisa 1 bulan hasil kreasi produk dari barang bekas
TUJUAN	Tujuan: - Siswa mampu mendemonstrasikan hasil kultur dengan baik - Siswa mampu mengaitkan keaktifan yang terdapat dalam budaya kultur	Tujuan: Mampu menginterpretasi dan mengaitkan isi dan pesan yang ada di dalam teks drama mengenai tema hidup sehat.	Tujuan: Siswa mampu menganalisa data Sampah secara berbulatan Mampu berinterpretasi rumus barisan & deret aritmatika dalam kehidupan nyata & menggunakan hasil dari yang telah dituntut	mampu untuk berinovasi dengan membuat kreasi dari barang bekas.
PENANGGUNG JAWAB	Penanggung Jawab: - Guru Mapel - Wakil ketua SMPK - Pengelola Kantin	Penanggung Jawab: - Guru Bahasa Indonesia - Wakil Sarana - Pengurus Perpustakaan - Guru PJ Program Plastik	Penanggung Jawab: - Guru Matematika - Wakil Sarana & Persepektif	Guru KWL Pengurus Perpustakaan Guru PJ Program Plastik Kepala Kantin

**Pelajaran**      **Math**      **Ekonomi**      **BIOLOGI**      **Kimia**

**KI - KD**

**KD: 4.5**  
Menganalisis karakteristik miring-miring grafik (titik potong dengan sumbu, titik puncak, asimtot) dan perubahan grafik fungsi yang akibat transformasi ( $f(x)$ ,  $f(x) + k$ ,  $f(x) \cdot k$ ).

**KD 4.3**  
Menyajikan hasil analisis peran pelaku ekonomi dalam Kegiatan Ekonomi

menyebutkan pola perubahan, penyebab dan dampaknya bagi kehidupan masyarakat Indonesia. Perubahan lingkungan yg terjadi di lingk sekitar

**KD:**  
3.11. Mengartikan struktur, Anatomi, Sifat, Penggolongan dan Kegunaan Polimer  
4.11. Menjabarkan kegunaan Polimer dan keahliannya sebagai ahli spesialisasi sifat, fungsi

**Indikator**

**Keterampilan**  
- Memisalkan grafik  
- Mengambil data dan membuat grafik pendakarnya.

Menganalisis peran pelaku ekonomi di Kantin  
Menganalisis siklus ekonomi di Kantin

- siswa dapat membuat produk hasil dari reuse dan recycling.  
**Reduce**  
**ESTERAMILAN**

**Indikator:**  
Pengertian berdasarkan ter-spertiif  
Misi sikaP dari Proses  
Penggunaan Polimer:  
Kefarafa Film; Presentasi

**Materi**

Perhitungan dan penafsiran grafik penggunaan plastik sekali pakai terkait SGD  
**12 | 15 | 17**

Peran Pelaku Ekonomi dalam Kegiatan Ekonomi  
**SGD**  
8. Pekerjaan Layak + Pertumbuhan Ekonomi  
11. Kota dan Perumahan yang berkelanjutan  
12. Konsumsi dan Produksi yang bertanggung jawab

Perubahan lingkungan karena polusi  
Polutan (15)  
- upaya Pelestarian (9)  
- lingkungan hidup berkelanjutan  
- pengaruh polusi terhadap perubahan iklim (13)

3/ Ketuluyhan sehat seSakura  
12/ Konsumsi dan praktik a yangbertanggung jawab.  
9/ Industri, Inovasi dan Infra Struktur.  
17/ Kemahiran dalam mencahira Tujuan.

Sifat Polimer  
Penggunaan Polimer  
Kegunaan Polimer

**Kegiatan**

• Observasi dan mengambil data penggunaan plastik sekali pakai dari Kantin  
• Menganalisis dan mendiskripsikan grafik

1. Mewawancarai para pelaku ekonomi  
2. Menonton film yang berkaitan dg Kegiatan Ekonomi  
3. Membuat Circular Flow Diagram

- menonton film Persepsi lingkungan ke lingkungan Sampah  
- Praktek pengolahan sampah reuse, recycling, reduce

• mencari informasi sifat film penggunaan dan pengolahan.  
• Diskusi mengolahottika.  
• Jenis Polimer dan Kegunaannya

**Sumber Belajar**

→ Buku teks / sumber online  
→ Kantin

1. Kantin  
2. Film dari Youtube  
3. Buku teks / sumber OL

- internet  
- Buku yg relevan  
- Tempat observasi

- Buku teks kimia  
- TTS  
- sumber informasi "Gole"  
- e-Book  
- Kajian

**Penilaian**

Laporan Hasil analisis 1 bulan

• Hasil analisa siklus di Kantin  
• Laporan hasil wawancara para pelaku ekonomi

laporan hasil pembuatn produk reuse  
Reduce, recycle

ujian tes tulis  
Laporan Hasil Diskusi Kelompok. Jenis dan Kegunaan Polimer.

**Tujuan**

Mampu menafsirkan grafik masalah lingkungan hidup dalam kehidupan nyata serta memahami dampak penggunaan plastik

Mampu mempraktikkan dan mengembangkan kreatifitas diri dalam kehidupan sehari-hari

Siswa dapat menerapkan materi pengabaipapan plastik sebagai Polimer dengan alat makan & minuman sehingga diharapkan akan siswa.

memiliki daya kreatifitas, dapat mengubah pola hidup lebih sehat & bersih dan mampu mengolah sampah menjadi bahan yang mempunyai nilai ekonomi dalam kehidupan sehari-hari

• siswa dapat bisa mengidentifikasi dalam penggunaan polimer di kehidupan sehari-hari. Jajaran harapan bisa mengupai plastik yang sekali pakai dengan Polimer Plastik yg bentuk dari plastik.

**Penanggung Jawab**

1 Guru Matematika  
2 Koordinator Kantin  
3 Wakil Sarana

1 Guru Ekonomi  
1 Wakil Sarana  
1 Pembina Ekstul

Guru Wirausaha  
Guru Biologi  
Guru Kimia  
Pembina Ekstul.

Guru Kimia  
Sarana  
Kantina  
Pembina Ekstul

Kelas X MIPA  
Semester Genap  
Dibuat Januari 2024  
Pencemaran Lingkungan  
Pengaruh Plastik terhadap pencemaran Lingkungan

# BIOLOGY LITERACY ENGLISH

## PELAJARAN BROADCAST

KIKD  
What?

INDIKATOR  
What?

MATERI  
What?

KEGIATAN  
How?

SUMBER BELAJAR  
Where?

PENILAIAN  
Why?

TUJUAN  
Why?

PENANGGUNG JAWAB  
Who?

## KWHL Entrepreneurship

KD: Mengenal jenis limbah organik/dambaran kerja untuk pembuangan tidak / seen

Indikator  
- Mengenal jenis produk

Materi  
- Menjabarkan limbah organik untuk pembuangan tidak  
- Jenis produk  
- Proses bisnis pembuangan tidak

ESD: 9, 12, 17

Kegiatan  
- Menonton film produk  
- Diskusi: Analisis produk  
- Koneksi industri  
- Studi Pustaka

Sumber Belajar  
- Film dari youtube  
- Buku teks Sekolah  
- Sumber berita elektronik

Penilaian  
- Uji integrasi hasil kerja

Tujuan  
- mampu mengimplementasikan produk & kewirausahaan yang inovatif dan berkualitas.

Penanggung Jawab  
- Guru produktif  
- Murid/ahli  
- Pengusaha

KI.2 sikap produktif dan tanggung jawab dalam mengelola limbah

KD: 4.3. Menganalisis jenis limbah & daur ulang limbah.

Mengenal jenis-jenis limbah berdasarkan jenisnya.

Jenis-jenis Limbah  
1, 12, 13, 14, 15

1. Menjabarkan jenis-jenis limbah.
2. Membuat bank sampah.
3. Membuat kompos.
4. Lomba & Hg lingkungan.
5. Seminar & workshop.

- Koneksi ke perpustakaan → Literasi

Kunjungan TPA  
- Kunjungan KLH  
- Kunjungan tempat produksi daur ulang limbah  
- Kunjungan ke LPI → Hg. Jurnal penelitian hubungan dengan limbah

- Buku paket
- Internet
- Web
- Infografis
- Bera sumber

SIKAP  
Peserta didik memiliki kesadaran mengelola limbah

KOGNITIF  
Peserta didik mampu membedakan macam-macam limbah

Psikomotorik  
Peserta didik mampu membuat produk dari limbah organik / an organik

Peserta didik memiliki pengetahuan, sikap & keterampilan pengelolaan limbah

Penanggung Jawab  
- Guru kreatif  
- Murid/ahli  
- Pengusaha  
- Guru penanggung jawab program plastik

- Kepala Sekolah  
- GURU  
- Karyawan  
- Caraka  
- Siswa  
- Petugas Kabin  
- Lingkungan sekitar Sekolah

Siswa mampu mengetahui sumber informasi tentang pencemaran lingkungan

Siswa mampu memahami sumber-sumber informasi yang didapatkan tentang pencemaran lingkungan

1. Guru mengarahkan siswa ke perpustakaan untuk melihat contoh media belajar yang berhasil / contoh dari pencemaran lingkungan (sampah)
2. Guru menjelaskan material apa saja yang digunakan untuk membuat media belajar

1. guru menjelaskan bagaimana cara membuat sampah menjadi media belajar yang ada di perpustakaan
2. guru membagi kelompok untuk dicusman dengan tahap-tahap pembuatan media belajar yang bersumber dari sampah lingkungan

3. Siswa di arahkan untuk mencari sumber referensi tentang cara kreasi membuat bentuk-bentuk benda, hewan, dll sesuai tema yang dibuat oleh kelompok.
4. siswa membuat & mengpresentasikan media belajar yang di pilih

- Browsing melalui Ipad  
- Buku tentang lingkungan yang tersedia di perpustakaan

- referensi lainnya seperti majalah, koran, jurnal.

- kemampuan tiap kelompok dalam menyelesaikan tugas

- ketepatan siswa dalam membuat tugas yang diberikan.

1. dapat membuat suatu produk yang memiliki nilai estetika dan kemampuan presentasi

2. menjadikan sampah menjadi benda yang bermanfaat

- Kepala sekolah  
- Kepala yayasan  
- guru  
- staf  
- Petugas kebersihan  
- Petugas kabin

KI: Analyze Procedure Text (Pengenalan)

KD: Create a Procedure Text (format)  
"How to recycle the plastic bottles"

Students will be able to deliver a presentation in form of "Show & Tell" activity.  
• Writing & Speaking Skills

MATERIALS  
1. Format of Procedure Text  
"How to Recycle Plastic Bottles"  
SDG 12: Ekosistem Perairan  
SDG 13: Kehidupan sehat & sejahtera

- KEGIATAN
1. Recycle plastic bottles
  2. Create a Procedure Text so how students can recycle the bottles, plastic waste, etc.
  3. Presentation

- SUMBER BELAJAR
1. Short video : DIY
  2. Brainstorming/ Discussion
  3. Book resources

PENILAIAN  
Written & Oral Test

TUJUAN  
SWBAT create how to recycle the bottles and tell his surroundings how to make them

- PENANGGUNG JAWAB
1. Guru
  2. Siswa
  3. Petugas & Petugas Kabin
  4. Lingkungan sekitar sekolah

## Topic: Pencemaran Lingkungan

# RPP INTERINTEGRASI

Kelas X  
Dibuat Nov. 2019

# RPP Terintegrasi

Minimalisir Sampah Plastik Sekali Pakai di Sekolah

## Pelajaran

## KI-KD

## Indikator

## Materi

## Kegiatan

## Sumber Belajar

## Penilaian

## Tujuan

## Penanggung Jawab

# PLH

# PPKN

# KIMIA

KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingih ilmu yg ilmu pengetahuan, teknologi, seni, budaya, dan humaniora di wawilasan nasional dan ...

KD.3.4. Menilai Kegiatan 2 yang mengakibatkan dampak negatif terhadap lingkungan  
KD.4.4. Mengorganisasi Kegiatan 3 yg ber-sampah negatif terhadap lingkungan

KI.1. Menghayati dan Mengamalkan ajaran agama  
KI.2. Menunjukkan Berakhlak mulia, disiplin, tanggung jawab  
KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingih ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, dan keragaman budaya

KD.1. 1.6. Bersyukur kepada Tuhan Yang Maha Esa atas nikmat-nikmat yang diberikan kepadanya dan ancaman terhadap dirinya dan upaya penyelamatannya

3.6 Menganalisis ancaman terhadap negara dan upaya penyelesaian pdpt di Bidang Sosial-ekonomi

KemA  
KI.3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingih ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, dan keragaman budaya

ED 3.1  
Menjelaskan metode ilmiah, keselamatan dan keamanan, serta peran ilmu sains dalam kehidupan

\* Pengetahuan dasar Perspektif  
\* Sikap dan Nilai  
\* Keterampilan Analisis Situasi Lapangan

Paparan Wacana Konsumsi  
SGD.12. Konsumsi dan Produksi yg Bertanggung Jawab

Ragam Paparan  
\* Menonton Film  
\* Diskusi Analisis  
\* Analisa Lapangan

\* Film dari youtube  
\* Information sheet  
\* Job sheet  
\* Kartun  
\* Modul

\* Ujian tertulis  
\* Hasil Analisa Sampah plastik sekali pakai dari Kantin  
\* Menilai keaktifan dalam Analisis Situasi Lapangan

Mampu menganalisis kegiatan jajan di Kantin dengan plastik sekali pakai yg berdampak negatif terhadap lingkungan

\* Guru mata pelajaran PLH  
\* Guru PJ. Program Minir Plastik sekali pakai  
\* Kepala Koordinator Unit Produksi Kantin

- Pengetahuan dasar Perspektif  
- Sikap empati  
- Keterampilan analisis

Diskusi analisa dan menyaji hasil diskusi melalui Presentasi kelompok

SED-3. Kehidupan Sehat dan Sejahtera  
SED.12. Konsumsi dan Produksi yang bertanggung jawab  
SED.16. Perdamaian, Keadilan dan Berkeadilan yang tangguh

Buku Teks  
Sumber berita elektronik  
\* Youtube

Ujian tertulis  
- Menilai Keaktifan dalam diskusi

Mampu menginterpretasi dan mengaitkan isi berita dan hasil diskusi analisis dengan perubahan sampah dan perilaku terhadap sampah plastik sbg ancaman dalam bidang sosial-ekonomi

- Guru PPKn  
- Pembina ekstrakurikuler 602 Green charters  
- Guru civico  
- Wk. Sarana

Minimalisir sampah plastik melalui ilmu sains dalam kehidupan  
3. Kehidupan Sehat dan Sejahtera  
15. Ekosistem Daratan  
12. Konsumsi dan produksi yang bertanggung jawab

Diskusi dan Analisa metode ilmiah tentang meminimalisir sampah plastik dalam kehidupan sehari-hari

Penilaian  
\* Ujian tertulis  
\* Hasil analisis dan presentasi

\* Guru  
\* Laboran Lab  
\* Pembina ekstrakurikuler cocomping

Indikator  
- Pengetahuan metode ilmiah dalam memecahkan masalah meminimalisir sampah plastik  
- Menerapkan sikap dan nilai terhadap persoraaan yg mampu plastik dalam kehidupan sehari-hari

\* Internet  
\* Lingkungan sekitar  
\* Buku teks

Mampu menganalisis dan mengaitkan isi berita dan hasil diskusi analisis dengan perubahan sampah dan perilaku terhadap sampah plastik sbg ancaman dalam bidang sosial-ekonomi



TEMA : Manajemen Sampah di Sekolah Yang lebih baik (Pemisahan Sampah)

RPP TERINTEGRASI

KELAS 11 SEMESTER 1

PELAJARAN	INFORMATIKA	GEOGRAFI	BIOLOGI	B.INDO	EKOONOMI	MTK
<del>KD</del>	KD: menjelaskan tentang fungsi dan peran yang terdapat dalam program Corel draw X7	40.31 menjelaskan kondisi wilayah dan peran Strategi Indonesia sebagai Pesisir Maritim Dunia	21. Menjelaskan komponen-komponen, pengujian Sel, Fungsi dan proses yang berlangsung dalam Sel sebagai unit terkecil kehidupan	KD: 2.1 menggunakan informasi dalam program? untuk dan kegiatan: dan dan produksi	KD 3.2 Mendeskripsikan konsep pembangunan dan masalahnya 4.2 Mengatasi masalah Pembangunan Ekonomi	KD 2: Menjelaskan program linear dua variabel dan metode penyelesaian dengan menggunakan masalah kontekstual
KI-KD						
INDIKATOR	INDIKATOR Siswa mampu membuat gambar Site plan Kota dan Peta tematik agar dapat menggunakan program Corel draw X7	Indikator: - Pengetahuan esensial dunia - sikap dan nilai	Indikator: - Pengetahuan esensial - sikap sosial yang religius	Indikator: - Pengetahuan esensial - sikap sosial yang religius	Indikator: - Pengetahuan esensial - sikap sosial yang religius	Indikator: - Pengetahuan esensial - sikap sosial yang religius
MATERI	Materi: SDG No 11 Siswa mampu membuat Site plan tentang kota dan pemukiman yang berkelanjutan, atau pedesaan pemukiman diluar yg sempit agar tatanan stepup menggunakan program Corel draw X7	Materi: Maritim Dunia SDG: 6, 14, 12	STRUKTUR dan Fungsi SEL SDG 12, 7	Materi: - Teks prosedur SDG 9 dan 12	Materi: "Pembangunan Ekonomi Berkelanjutan" SDG 11, 12	Materi: - Merencanakan daerah pergeseran (12, 7) - Menghitung keuntungan maksimum dan minimum (7, 11)
KEGIATAN	Kegiatan: - Membuat laptop di labkom - membuat program Corel draw X7 - mengorganisir gambar menggunakan tool box yg terdapat di program aplikasi Corel draw X7	Kegiatan: - Mengamati & Area dunia - Berdiskusi (Keanekaragaman dunia)	Kegiatan: - Pengamatan Struktur dan fungsi SEL - Problem solving - komunikasi	Kegiatan: - mencari artikel terkait pertumbuhan sampah - Presentasi, diskusi	Kegiatan: 1. Fieldtrip: melakukan pemilahan sampah ke lokasi TPS lalu di cek 2. Studi kasus masalah sampah dari film, koran, kemudian siswa mengajukan solusi	Kegiatan: - Mengukur sampah secara berkala - Membuat grafik fungsi dari data yang telah didapat - Menawal kemampuan untuk membuat sampel yang lebih baik
SUMBER	Sumber belajar: - Labkom - internet - buku pemilahan	Sumber belajar: - Peta - Buku teks penunjang, internet	Sumber belajar: - Buku Teks - YouTube (Analog Struktur) - Chart	Sumber belajar: - Media cetak - internet - buku penunjang	Sumber belajar: 1. TPS sekolah 2. Youtube, e-paper	Sumber Belajar: - Buku Matematika kelas XI - Internet - TPS
PENILAIAN	Penilaian: penggunaan sistem uji kerja/praktek dengan tipe penilaian sikat dan menggunakan rumus angka 1-4	Penilaian: ujian tertulis + Maritim Dunia hasil soal-soal + saat	Penilaian: - Penilaian Diskusi (keaktifan) - Penilaian Hauran	Penilaian: - ujian tertulis - penilaian hasil (Presentasi) - karkiter	Penilaian: 1. Vlog siswa (mengaplikasikan, berkreasi) 2. lembar hasil studi kasus (menganalisis)	Penilaian: - Mengukur kurva dan mencari daerah penyelesaian - Menimpulkan hasil data dan grafik selama 4 bulan
TUJUAN	TUJUAN Siswa mampu menggunakan program aplikasi Corel draw X7 dan melakukan sketsa-hari, seperti menggambar- gambar seperti sering diistilahi	TUJUAN - Mampu menggunakan dan dan menggambar berbagai bentuk-kemungkinan Dunia	TUJUAN Peserta didik mampu mengidentifikasi struktur sel yang berkaitan dengan proses pengangkutan sampah & lokasi di lingkungan sekolah	TUJUAN: - mampu menginterpretasikan dan menguraikan informasi yang disajikan dalam teks prosedur	TUJUAN Siswa mampu berkolaborasi dalam pemungutan sampah ekonomi berkelanjutan secara kreatif dan disiplin motivasi	TUJUAN Mampu menggunakan Kurva dan memahami hasil yang telah didapat
PJ	Pemangung jawab: 1. Guru mata pelajaran 2. Kepala lab komputer 3. wakil kepala bidang sarana dan prasarana 4. wakil kepala bidang kesiswaan	Pemangung jawab: - Guru geografi - Kepala pamarana	GURU MAPEL BIOLOGI GURU PJ Program Plastik/Plastik lingkungan	Pemangung jawab: - Guru bahasa Indonesia - Pengusur Persewaan	GURU EKONOMI PJ TPS TIM Adiwiyata sekolah 1-Grec (komunitas siswa) Direktur Operasional sekolah	PJ: - Guru Matematika - Wakil Sarana dan Prasarana

# RPP TERINTEGRASI

Kelas XII  
Semester 1

Tema:  
Meminimalisir  
Sampah  
Plastik

Pelajaran

Bimbingan & Konseling

Kimia

PKK  
Produk Kreatif dan Kewirausahaan

PJOK  
Pendidikan Jasmani Olahraga dan Kesehatan

KI-KD

KI/  
Bidang Layanan:  
Bidang Sosial

KD/SKK  
Kesadaran Tanggung Jawab sosial

KD (Kimia)  
3.15 Menerapkan analisis kadar protein  
4.15 Melaksanakan analisis kadar protein

SD  
3A Menganalisis konsep desain/cantol dan kemasan produk barang/jasa  
4A Membuat desain/cantol dan kemasan produk barang/jasa

Memahami konsep dan prinsip persoalan yang terkait dengan rencana dan kegiatan diri dan kelompok pada usia sekolah.  
Menerapkan konsep dan prinsip persoalan yang terkait dengan rencana dan kegiatan diri dan kelompok pada usia sekolah.

Indikator

Menyadari nilai-nilai persahabatan dan keharmonisan dalam konteks keragaman interaksi sosial

Indikator:  
1. Mengaplikasikan dan menganalisa

3.4.1. Menjelaskan konsep desain/cantol dan kemasan produk barang/jasa  
3.4.2. Menerapkan konsep desain/cantol dan kemasan produk barang/jasa  
3.4.3. Menerapkan nilai dan bentuk desain/cantol dan kemasan produk barang/jasa  
3.4.4. Menganalisis konsep desain/cantol dan kemasan produk barang/jasa

Sikap dan Nilai  
Mempresentasikan konsep dan prinsip persoalan yang terkait dengan rencana dan kegiatan diri

Materi

13  
Penanganan Perubahan Iklim

SDGs keberlanjutan sehat sejahtera 3, sdgs 12, 4

sdgs 11 dan 14

sdgs 3, 4, 5

Pergaulan yang Sehat

Kegiatan

Menonton Film  
Diskusi Analisa  
Aktifitas Kelompok

Mengamati ungu mengidentifikasi  
- merumuskan masalah tentang analisis kadar protein

Kegiatan:  
- Menganalisis ungu mengidentifikasi hasil dan menggunakan hasil analisis tentang rencana dan kemasan desain/cantol dan kemasan produk barang/jasa  
- Menerapkan dan tentang ungu desain/cantol dan kemasan produk barang/jasa  
- Mengkomunikasikan hasil analisis dan kemasan produk/jasa

Sumber belajar:  
- Internet  
- Buku/jurnal

Diskusi pergaulan siswa  
- Salim meminsidikan permasalahan sampah di lingkungan  
- Mambisidkan permasalahan transfer makna memmbisidkan masalah

Sumber Belajar

Film, You Tube

1. Modul  
2. Job sheet  
3. MSDS  
4. Laboratorium

Tes tertulis (Teori)  
Keterampilan:  
- Penilaian ungu bergya  
- Observasi

Penilaian Pengetahuan  
- Tes tertulis  
- Test lisan  
- Penilaian keterampilan  
- Observasi  
- Diskusi  
- Presentasi

Sumber belajar:  
- Internet  
- Buku/jurnal

Sumber:  
- Buku Sains, Psikologi, Kesehatan  
- U Tube

Penilaian

Menilai Keaktifan  
Menilai ketekapan

Observasi Setiap Siswa

Tujuan

Peserta didik mampu memiliki tanggung jawab sosial dengan penuh kesadaran serta menjaga lingkungan.

Mampu menerapkan prinsip dasar teknik analisa protein dalam kehidupan sehari-hari dan dampak

- Guru kimia  
- Waka sarang  
- Sekbid adiwiyata

Kepala Pasaran Koordinator PLH

Melalui observasi siswa mampu mengartikan konsep desain/cantol dan kemasan produk barang/jasa  
Melalui diskusi siswa mampu mengartikan konsep dan kemasan produk barang/jasa  
Melalui observasi mampu mengartikan prinsip dasar analisa

mampu menerapkan konsep dan prinsip persoalan yang terkait dengan rencana dan kegiatan diri  
mampu menerapkan di kehidupan sehari-hari dan lingkungan sekitar dan meminimalkan sampah

Penanggungjawab

Guru BK  
Guru PLH  
Wk. Saprang

- Guru PKK  
- Saprang  
- Sekbid Adiwiyata

Siswa Menerapkan pada nilai disiplin, kerjasama, tanggung jawab, dan kesadaran diri

## VI. Closing

We have reached the end of this module.

Hopefully the materials and activities of this module are found useful and provide an ideal description of a supervisor's support to be one step closer in realizing **envirochallenge** proposals that have been made!

**Want to better understand the plastic issue in Indonesia?  
How do you form a single-use plastic-free school?**

Haven't read these modules yet?

kindly look to Guide to **envirochallenge** 2021 Parts I & II  
to better understand the pressing environmental issues that are currently  
happening and how young people can be part  
of the solution to these environmental issues.

And for tips and advice on how to obtain program **Support**  
kindly look to Guide to **envirochallenge** 2021 Parts IV 😊

## references

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- Website <http://www.breakfreefromplastic.org> in regard to the directive framework for making programs
- Website <http://dietkantongplastik.info/> as a representative source to GIDKP
- Website <https://theecologist.org> in regard to introducing to sustainability paradigm
- Website <http://unsdsn.org> in regard to localizing SDGs in Indonesia
- Website <http://www.antara.com> news source
- Website <http://www.id.undp.org> in regard to further explanation of SDGs
- Website <http://www.youtube.com> medium for short films



“If not the youth of this nation who build their nation, who else shall?”

- BJ Habibie

Let us be a part of the youth that build their nation!