



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Undergraduate Study Program Drama Arts, Dance and Music  
Education**

Document  
Code

### SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Textbook Preparation	8820902291		T=2 P=0 ECTS=3.18	5	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																		
	.....		.....	Dr. Welly Suryandoko, S.Pd., M.Pd.																																		
<b>Learning model</b>	Case Studies																																					
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	Students master the knowledge and skills of compiling Arts and Culture textbooks for middle and high school, vocational school																																					
<b>References</b>	<b>Main :</b>																																					
	1. Chomsin S. Widodo, dan Jasmadi, 2008, <i>Panduan Menyusun Bahan Ajar Berbasis Kompetensi</i> , Jakarta: PT Elex Media Komputindo Kompas Gramedia. 2. Tim Penyusun. 2010. <i>Modul Pendamping Pengembangan Bahan Ajar Non Cetak</i> . Jakarta: Direktorat Ketenagaan Dirjen Dikti Kementerian Pendidikan Nasional																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Hj. Warih Handayaniyngum, M.Pd. Dr. Subianto Karoso, M.Kes. Dr. Setyo Yanuartuti, M.Si.																																					
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																															
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																															

1	Understand the nature of Textbook Preparation	1.Explain the study contract 2.Explain the nature of Textbook Preparation	<b>Criteria:</b> 1.Score 4 = If the answer is clear, correct has proper logic 2.Score 3 = If the answer is mostly correct, and has the right logic 3.Score 2 = If a small part of the answer is correct 4.Score 1 = If the answer is wrong	Lecture, question and answer 2 X 50			0%
2	Understand the meaning, objectives, functions and types of textbooks, textbooks and modules	1. Analyze the nature, purpose, and function and types of textbooks	<b>Criteria:</b> 1.Score 4 = if the work results meet the discussion criteria and are presented well 2.Score 3 - if the work meets most of the discussion criteria and is presented well 3.Score 2 = if the work results fulfill a small part of the discussion and are presented quite well 4.Score 1 = if the work results do not meet the discussion criteria and are not good at presenting them	Cooperative learning 2 X 50			0%
3	Understand the basis for preparing textbooks	Outlines the basis for preparing textbooks	<b>Criteria:</b> 1.Score 4 = if the work meets the discussion criteria and is presented very well 2.Score 3 = if the work meets the criteria for most of the discussion and is presented well 3.Score 2 = if the work results meet a small part of the discussion criteria and are presented quite well 4.Score 1 = if the work results do not meet the discussion criteria and are presented poorly	Cooperative Learning 2 X 50			0%

4	Understand learning modalities and theories	<ol style="list-style-type: none"> <li>1.Explain learning modalities</li> <li>2.Describe learning theories</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the work meets the discussion criteria and is presented very well</li> <li>2.Score 3 = if the work meets most of the discussion criteria and is presented well</li> <li>3.Score 2 = if the work results meet a small part of the discussion criteria and are presented quite well</li> <li>4.Score 1 = if the work results do not meet the discussion criteria and are presented poorly</li> </ol>	Cooperative learning 2 X 50			0%
5	Understand the principles and provisions of the textbook	<ol style="list-style-type: none"> <li>1.analyze textbook principles</li> <li>2.analyze the provisions of the textbook</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the work meets the discussion criteria and is presented very well</li> <li>2.Score 3 = if the work meets most of the discussion criteria and is presented well</li> <li>3.Score 2 = if the work results meet a small part of the discussion criteria and are presented quite well</li> <li>4.Score 1 = if the work results do not meet the discussion criteria and are presented poorly</li> </ol>	Cooperative learning 2 X 50			0%
6	Understand the principles and provisions of the textbook	<ol style="list-style-type: none"> <li>1.analyze textbook principles</li> <li>2.analyze the provisions of the textbook</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Score 4 = if the work meets the discussion criteria and is presented very well</li> <li>2.Score 3 = if the work meets most of the discussion criteria and is presented well</li> <li>3.Score 2 = if the work results meet a small part of the discussion criteria and are presented quite well</li> <li>4.Score 1 = if the work results do not meet the discussion criteria and are presented poorly</li> </ol>	Cooperative learning 2 X 50			0%

7	Understand the preparation of teaching materials in printed form	Analyzing the preparation of teaching materials in printed form	<b>Criteria:</b> 1.Score 4 = if the work meets the discussion criteria and is presented very well 2.Score 3 = if the work meets most of the discussion criteria and is presented well 3.Score 2 = if the work results meet a small part of the discussion criteria and are presented quite well 4.Score 1 = if the work results do not meet the discussion criteria and are presented poorly	Cooperative learning 2 X 50			0%
8	Understand book preparation techniques in MS Word form	1.Analyzing book preparation techniques in MS Word form 2.Apply book preparation techniques in MS Word form	<b>Criteria:</b> 1.Score 4 = if the work results meet the discussion criteria and the performance results are very good 2.Score 3 = if the work results meet most of the discussion criteria and the performance results are good 3.Score 2 = if the work results meet a small part of the discussion criteria and the performance results are quite good 4.Score 1 = if the work results do not meet the discussion criteria and the performance results are not good	Cooperative learning and 2 X 50 workshops			0%

9	Understand book preparation techniques in MS Word form	<ol style="list-style-type: none"> <li>1. Analyzing book preparation techniques in MS Word form</li> <li>2. Apply book preparation techniques in MS Word form</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 = if the work results meet the discussion criteria and the performance results are very good</li> <li>2. Score 3 = if the work results meet most of the discussion criteria and the performance results are good</li> <li>3. Score 2 = if the work results meet a small part of the discussion criteria and the performance results are quite good</li> <li>4. Score 1 = if the work results do not meet the discussion criteria and the performance results are not good</li> </ol>	Cooperative learning and 2 X 50 workshops			0%
10	Understand the preparation of books in non-printed form	<ol style="list-style-type: none"> <li>1. Identify the preparation of books in non-printed form</li> <li>2. Implementing book preparation in non-printed form</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 = if the work meets the criteria for preparing a non-print book very well</li> <li>2. Score 3 = if the work meets most of the criteria for preparing a non-print book well</li> <li>3. Score 2 = if the work results meet a small part of the criteria for preparing a non-print book quite well</li> <li>4. Score 1 = if the work does not meet the criteria for writing a non-print book which is not good</li> </ol>	Cooperative learning 2 X 50			0%

11	Designing an Arts Education textbook	<ol style="list-style-type: none"> <li>1. Develop goals and objectives for preparing the book</li> <li>2. Prepare material plans</li> <li>3. Create a book design</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 = if the work meets the criteria for preparing arts education textbooks</li> <li>2. Score 3 = if the work meets most of the criteria for preparing arts education textbooks</li> <li>3. Score 2 = if the work results meet a small part of the criteria for preparing arts education textbooks</li> <li>4. Score 1 = if the work does not meet the criteria for preparing arts education textbooks</li> </ol>	Practice 2 X 50		0%
12	Designing an Arts Education textbook	<ol style="list-style-type: none"> <li>1. Develop goals and objectives for preparing the book</li> <li>2. Prepare material plans</li> <li>3. Create a book design</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 = if the work meets the criteria for preparing arts education textbooks</li> <li>2. Score 3 = if the work meets most of the criteria for preparing arts education textbooks</li> <li>3. Score 2 = if the work results meet a small part of the criteria for preparing arts education textbooks</li> <li>4. Score 1 = if the work does not meet the criteria for preparing arts education textbooks</li> </ol>	Practice 2 X 50		0%
13	Arrange textbooks according to plan	compiling art education textbooks according to the plan	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Score 4 = if the work meets the criteria for preparing an arts education textbook and is packaged very well</li> <li>2. Score 3 = if the work meets most of the criteria for preparing a textbook and is packaged well</li> <li>3. Score 2 = if the work meets a small part of the criteria for preparing a textbook and is packaged quite well</li> <li>4. Score 1 = if the work does not meet the criteria for preparing textbooks and the packaging is not good</li> </ol>	Practice 2 X 50		0%

14	Arrange textbooks according to plan	compiling art education textbooks according to the plan	<b>Criteria:</b> 1.Score 4 = if the work meets the criteria for preparing an arts education textbook and is packaged very well 2.Score 3 = if the work meets most of the criteria for preparing a textbook and is packaged well 3.Score 2 = if the work meets a small part of the criteria for preparing a textbook and is packaged quite well 4.Score 1 = if the work does not meet the criteria for preparing textbooks and the packaging is not good	Practice 2 X 50		0%
15	Arrange textbooks according to plan	compiling art education textbooks according to the plan	<b>Criteria:</b> 1.Score 4 = if the work meets the criteria for preparing an arts education textbook and is packaged very well 2.Score 3 = if the work meets most of the criteria for preparing a textbook and is packaged well 3.Score 2 = if the work meets a small part of the criteria for preparing a textbook and is packaged quite well 4.Score 1 = if the work does not meet the criteria for preparing textbooks and the packaging is not good	Practice 2 X 50		0%

16	Collecting art education textbooks	Collecting art education textbooks	<b>Criteria:</b> 1.Score 4 = if the work meets the criteria for preparing an excellent arts education textbook 2.Score 3 = if the work meets most of the requirements of a good arts education textbook 3.Score 2 = if the work results meet a small part of the criteria for preparing arts education textbooks quite well 4.Score 1 = if the work does not meet the criteria for preparing art education textbooks poorly	2 X 50 Demonstration			0%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.