



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
Learning strategies	8820902387		T=2 P=0 ECTS=3.18	3	July 18, 2024		
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator			
		Dr. Welly Suryandoko, S.Pd., M.Pd.			
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Knowledge and skills in planning and implementing an effective learning process using various models, learning methods and basic teaching skills, media preparation, classroom management.						
	References						
Supporting lecturer	Main :						
	1. Gulo, W, 2005. Strategi belajar mengajar, jakarta : Grasindo 2. Sri Anitah W, Dkk, 2008. Strategi pembelajaran SD, Jakarta : UT 3. Muslimin, Ibrahim, 2000. Pembelajaran Kooperatif. UNESA : Upress 4. Mustaji, 2005. Pembelajaran berbasis Konstruktivistik, PT Freeport indonesia 5. Nurhadi, dkk. 2003. Pembelajaran Kontekstual, Malang : Universitas Negeri Malang 6. Muhammad Azhar, Lulu, Dr. 1991. Proses Belajar Mengajar Pola Cara Belajar Siswa Aktif. Surabaya: Usaha Nasional 7. Mulyasa. 2007. Kurikulum Tingkat Satuan Pendidikan. Bandung: Rosdakarya						
	Supporters:						
		Prof. Dr. Hj. Warih Handayaniingrum, M.Pd. Dr. Setyo Yanuartuti, M.Si.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Able to study the principles of learning,	1. Discover the essence of learning strategies 2. Explain the 5 principles of learning	Criteria: Can explain at least 3 questions	Discussion, questions and answers 2 X 50			0%
2	Able to discover the characteristics of arts and culture subjects	1.Explaining SK, KD, Arts and Culture indicators 2.Create goals that refer to SK and Kd	Criteria: Can explain at least 3 questions	Discussion, questions and answers 2 X 50			0%
3	Able to review process standards	1.Explain standard learning 2.Able to differentiate between teacher-centred and student-centred learning	Criteria: Can explain at least 3 questions	Discussion, questions and answers 2 X 50			0%
4	Able to implement 6 teaching skills	1.Practice asking skills 2.give reinforcement 3.make variations 4.explain 5.open and close 6.guide the discussion 7.classroom management skills	Criteria: Can explain at least 3 questions	Cooperative 2 X 50			0%
5	Able to implement 6 teaching skills	1.Practice asking skills 2.give reinforcement 3.make variations 4.explain 5.open and close 6.guide the discussion 7.classroom management skills	Criteria: Can explain at least 3 questions	Cooperative 2 X 50			0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%

16							0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.