



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		
Techniques for Writing Scientific Papers	8820902467		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	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Providing an understanding of techniques for writing scientific papers to prepare scientific papers, theses related to writing, scientific activities, techniques for writing direct and indirect quotations, techniques for writing from books, scientific journals, scientific papers, scientific magazines, newspapers, the internet, engineering write notes, footnotes, bibliography, abstracts and so on related to writing scientific papers as well as practice writing KTI						
	References						
Supporting lecturer	Main :						
	1. <ol style="list-style-type: none"> 1. Pusat Pembinaan dan Pengembangan Bahasa. 2001. <i>Pedoman Umum Ejaan Yang Disempurnakan</i>. Bandung : Irama Widya. 2. Tim Penyusun. 2006. <i>Pedoman Penulisan Skripsi</i>. Surabaya : University Press. 3. Mukayat, Brotowidjoyo. 2004. <i>Penulisan Karya Ilmiah</i>. Jakarta : Akademika Pressindo. 4. Yunita, dkk. 2004. <i>Karya Tulis Ilmiah Sosial. Menyiapkan, Menulis, dan Mencermatinnya</i>. Jakarta : Yayasan Obor Indonesia. 5. Wardani. 2007. <i>Teknik Menulis Karya Ilmiah</i>. Jakarta : UT 						
	Supporters:						
Prof. Dr. Hj. Warih Handayaniingrum, M.Pd. BAMBANG SOEYONO Dr. Anik Juwariyah, 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	Explain the meaning of scientific, non-scientific and unscientific work.	1. Explain the meaning of scientific work. 2. Distinguish between scientific and non-scientific work	Criteria: 1. Students can explain the meaning of scientific work 2. Students can mention the characteristics of scientific and non-scientific writing 3. Students can differentiate scientific and non-scientific work	Lectures, discussions, questions and answers 2 X 50			0%
2	Explain the purpose of writing and the benefits of writing	- Identify the purpose of writing - Describe the benefits of writing	Criteria: Students can explain the purpose and benefits of writing scientific work correctly and clearly.	Lectures, discussions, questions and answers 2 X 50			0%
3	Identifying the characteristics of KTI, and the concept of scientific thinking	Discover the characteristics of scientific work Discover the concept of scientific thinking	Criteria: 1. Students can look for examples of scientific and non-scientific writing 2. Students can explain the concept of scientific thinking	Lecture and Discussion/question and answer 2 X 50			0%
4	Identify the concepts of deductive and inductive thinking	Distinguish between the concepts of deductive and inductive thinking	Criteria: 1. Students are able to differentiate the concepts of deductive and inductive thinking 2. Students are able to compose paragraphs using deductive concepts 3. Students are able to compose paragraphs using inductive concepts	Lectures, discussions and assignments 2 X 50			0%
5	- write topics, themes and sub topics - Form quotations	Writing a topic Developing a topic into a theme Designing sub-topics- Applying a form of quotation	Criteria: 1. Students are able to compose writing themes 2. Students are able to choose an interesting theme 3. Students are able to develop topics from the arts in their area 4. Students are able to develop interesting art education topics 5. Students are able to make correct quotations	Lectures, discussions. and assignment 2 X 50			0%
6	write topics, themes, and sub-topics.	Writing topics Developing topics into themes Designing sub-topics	Criteria: 1. Students are able to compose writing themes 2. Students are able to write about themes related to arts education 3. Students are able to develop sub-themes related to art in society	Assignment 2 X 50			0%

7	Write a concept map of arts and arts education in society	Compile a concept map about arts education Compile a concept map about art in society	Criteria: 1. Students are able to compile concept maps related to the phenomenon of arts education 2. Students are able to compile concept maps related to art phenomena that exist in their society	Lectures, discussions and assignments 2 X 50			0%
8	Understand the systematics of preparing papers	Able to create a title. Able to compose the background of the problem. Able to compose a problem statement	Criteria: 1.- Students are able to create interesting titles 2.- Students are able to compile background by presenting UMU (Unique, interesting and urgent) 3.- Students are able to formulate the problem correctly	Lectures, discussions, assignments 2 X 50			0%
9	Understanding the preparation of deductive and inductive paragraphs Practicing the preparation of CHAPTER 1 of the paper (Education)	Able to compose deductive and inductive paragraphs Able to compose CHAPTER 1 of the paper (Education)	Criteria: 1. Students are able to compose deductive and inductive sentences correctly 2. Students are able to write an introduction to an educational paper well	Written Test 2 X 50			0%
10	Understand the preparation of good articles	Able to organize articles correctly	Criteria: Students are able to compose scientific articles for seminars and scientific journals well	Lectures, discussions and assignments 2 X 50			0%
11	Understand the preparation of scientific articles	Able to compose scientific articles well	Criteria: Students are able to compose scientific articles in the field of education well	discussion and assignment 2 X 50			0%
12	Understand the preparation of scientific articles	Able to compose scientific articles in the field of education	Criteria: Students are able to compose scientific articles well and correctly	Discussion and Assignment 2 X 50			0%
13	Understand the preparation of scientific articles in the field of education	- Able to compose scientific articles in the field of education - Able to make quotations that are included in the article well -	Criteria: Students are able to compose scientific articles in the field of education	Discussion and Assignment 2 X 50			0%
14	Understand the preparation of articles for scientific journals in the field of performing arts	Compile articles for scientific journals in the field of performing arts	Criteria: Students are able to compose scientific articles in the field of performing arts well	Lectures, discussions and assignments 2 X 50			0%
15	Understand the preparation of scientific articles in the field of performing arts properly and correctly	- Students are able to provide input on several errors from their friends' articles - Students are able to provide solutions to errors in their friends' articles/deficiency articles - Students are able to revise their own scientific articles	Criteria: 1. Students are able to provide input on their friends' scientific articles well 2. Students are able to revise their scientific articles according to input from friends and lecturers well	Discussion and Assignment 2 X 50			0%

16	Students understand the preparation of articles in the fields of education and performing arts	Students are able to compose scientific articles in the field of education. Students are able to compose scientific articles in the field of performing arts	Criteria: Students are able to compose articles in the field of arts education and the field of performing arts well	Assignment 2 X 50			0%
----	--	--	--	----------------------	--	--	----

Evaluation Percentage Recap: Project Based Learning

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.