



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																																																		
Writing Scientific Papers	8820902560		T=2	P=0	ECTS=3.18	3	December 14, 2023																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
		Dr. Anik Juwariyah, M.Si.			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																																																								
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																							
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																																																							
	PLO-5	Responsibility and discipline in making decisions in groups and independently.																																																							
	PLO-7	Applying areas of expertise and utilizing science and technology, in solving problems and being able to adapt to the situations faced.																																																							
	PLO-12	Mastering the science, practice and creation of drama, dance and music, as well as performing arts (dramaturgy, musicology, performing arts studies, ethnochoreology, art criticism, aesthetics and others).																																																							
	PLO-13	Development of research in the field of art and technology-based art education, arts and culture in East Java and the Eastern Indonesia region and the field of arts and culture																																																							
	Program Objectives (PO)																																																								
	PO - 1	Able to master the concepts of scientific, non-scientific and unscientific work. The purpose of writing and the benefits of writing 2. Able to master KTI characteristics, scientific, deductive, inductive thinking concepts 3. Able to organize topics, themes and sub-topics. Systematics of papers and concept maps 4. Able to write and create titles, as well as introductions along with techniques for writing direct and indirect quotations 5. Able to formulate problem statements, objectives, write bibliography and discussions 6. Able to compose papers 7. Able to compile scientific articles for journals, 8. Able to be a seminar functionary																																																							
	PLO-PO Matrix																																																								
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-2</td> <td>PLO-5</td> <td>PLO-7</td> <td>PLO-12</td> <td>PLO-13</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>							P.O	PLO-1	PLO-2	PLO-5	PLO-7	PLO-12	PLO-13	PO-1																																										
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PO-1																																																									
PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
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	Main :																																																								
	<ol style="list-style-type: none"> 1. 1. Mukayat, Brotowidjoyo. 2004. Penulisan Karya Ilmiah. Jakarta : Akademika Pressindo 2. 2. Wardani. 2007. Teknik Menulis Karya Ilmiah. Jakarta : UT 3. 3. Tim Penyusun. 2006. Pedoman Penulisan Skripsi. Surabaya : University Press. 																																																								
	Supporters:																																																								
<ol style="list-style-type: none"> 1. 1. Pusat Pembinaan dan Pengembangan Bahasa. 2001. Pedoman Umum Ejaan Yang Disempurnakan. Bandung : Irama Widya 2. 2. Yunita, dkk. 2004. Karya Tulis Ilmiah Sosial.Menyiapkan, Menulis, dan Mencermatinnya.Jakarta : Yayasan Obor Indonesia 																																																									

Supporting lecturer		Prof. Dr. Hj. Warih Handayani, M.Pd. Dr. Eko Wahyuni Rahayu, M.Hum. Dr. Anik Juwariyah, M.Si. 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	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 Form of Assessment : Participatory Activities	Offline: Lectures, discussions, questions and answers 2 X 50		Material: definition of scientific, non-scientific and unscientific work. References: 1. Mukayat, Brotowidjoyo. 2004. <i>Writing Scientific Papers</i> . Jakarta: Akademika Pressindo	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. Form of Assessment : Participatory Activities	Offline: Lectures, discussions, questions and answers 2 X 50		Material: purpose of writing and benefits of writing References: 1. Mukayat, Brotowidjoyo. 2004. <i>Writing Scientific Papers</i> . Jakarta: Akademika Pressindo	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 Form of Assessment : Participatory Activities, Portfolio Assessment	Offline: Lecture and Discussion/question and answer 2 X 50		Material: Characteristics of KTI, and the concept of scientific thinking. Reference: 2. Wardani. 2007. <i>Techniques for Writing Scientific Papers</i> . Jakarta : UT	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 Form of Assessment : Participatory Activities, Portfolio Assessment	Offline: Lectures, discussions and assignments 2 X 50		Material: The concept of deductive and inductive thinking. Reference: 2. Wardani. 2007. <i>Techniques for Writing Scientific Papers</i> . Jakarta : UT	0%

5	Identify the concepts of deductive and inductive thinking	Distinguish between the concepts of deductive and inductive thinking	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Offline: Lectures, discussions and assignments 2 X 50		<p>Material: The concept of deductive and inductive thinking. Reference: 2. <i>Wardani. 2007. Techniques for Writing Scientific Papers. Jakarta : UT</i></p>	0%
6	write topics, themes, and sub-topics.	Writing topics Developing topics into themes Designing sub-topics	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	Offline: 2 X 50 Assignments		<p>Material: Developing the topic into a theme Designing sub-topics References: 3. <i>Drafting Team. 2006. Thesis Writing Guidelines. Surabaya: University Press.</i></p>	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	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	Offline: Lectures, discussions and assignments 2 X 50		<p>Material: concept map about arts education Compiling a concept map about art in society References: 2. <i>Wardani. 2007. Techniques for Writing Scientific Papers. Jakarta : UT</i></p>	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	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Offline: Lectures, discussions, 2 X 50 assignments		<p>Material: concept map about arts education Compiling a concept map about art in society References: 3. <i>Drafting Team. 2006. Thesis Writing Guidelines. Surabaya: University Press.</i></p>	5%

9	Understanding the preparation of deductive and inductive paragraphs Practicing the preparation of CHAPTER 1 of the paper (Education)/UTS	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 Form of Assessment : Portfolio Assessment	Offline: 2 X 50 Written Test		Material: UTS Library: 2. Wardani. 2007. <i>Techniques for Writing Scientific Papers</i> . Jakarta : UT	20%
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 Form of Assessment : Participatory Activities	Offline: Lectures, discussions and assignments 2 X 50		Material: scientific articles for seminars and good scientific journals. Reference: 2. Wardani. 2007. <i>Techniques for Writing Scientific Papers</i> . Jakarta : UT	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 Form of Assessment : Participatory Activities	Offline: discussion and assignment 2 X 50		Material: compose scientific articles in the field of education well. References: 2. Yunita, et al. 2004. <i>Social Scientific Writing. Preparing, Writing and Observing It</i> . Jakarta: Indonesian Obor Foundation	0%
12	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 Form of Assessment : Participatory Activities	Offline: discussion and assignment 2 X 50		Material: compose scientific articles in the field of education well. References: 2. Yunita, et al. 2004. <i>Social Scientific Writing. Preparing, Writing and Observing It</i> . Jakarta: Indonesian Obor Foundation	0%
13	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 Form of Assessment : Participatory Activities	Offline: discussion and assignment 2 X 50		Material: compose scientific articles in the field of education well. References: 2. Yunita, et al. 2004. <i>Social Scientific Writing. Preparing, Writing and Observing It</i> . Jakarta: Indonesian Obor Foundation	10%

14	Understand the preparation of articles for scientific journals in the field of performing arts and provide seminars	Compile articles for scientific journals in the field of performing arts and give seminars	<p>Criteria: Students are able to compose scientific articles in the field of performing arts well and present them in seminars</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Offline: Lectures, discussions and assignments 2 X 50		<p>Material: compose scientific articles in the field of education well and provide seminars.</p> <p>References: 2. Yunita, et al. 2004. <i>Social Scientific Writing. Preparing, Writing and Observing It.</i> Jakarta: Indonesian Obor Foundation</p>	0%
15	Understand the preparation of articles for scientific journals in the field of performing arts and provide seminars	Compile articles for scientific journals in the field of performing arts and give seminars	<p>Criteria: Students are able to compose scientific articles in the field of performing arts well and present them in seminars</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Offline: Lectures, discussions and assignments 2 X 50		<p>Material: compose scientific articles in the field of education well and provide seminars.</p> <p>References: 2. Yunita, et al. 2004. <i>Social Scientific Writing. Preparing, Writing and Observing It.</i> Jakarta: Indonesian Obor Foundation</p>	30%
16	Understand the preparation of articles for scientific journals in the field of performing arts and provide seminars	Compile articles for scientific journals in the field of performing arts and give seminars	<p>Criteria: Students are able to compose scientific articles in the field of performing arts well and present them in seminars</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Offline: Lectures, discussions and assignments 2 X 50		<p>Material: compose scientific articles in the field of education well and provide seminars.</p> <p>References: 2. Yunita, et al. 2004. <i>Social Scientific Writing. Preparing, Writing and Observing It.</i> Jakarta: Indonesian Obor Foundation</p>	35%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Portfolio Assessment	55%
3.	Practice / Performance	32.5%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.

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.