



**Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Fine Arts Education Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Learning Planning	8821002293	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
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Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-10	Able to design and implement fine arts learning that applies ICT-based pedagogical and collaborative competencies and management.
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Program Objectives (PO)	
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PO - 1	Students understand the concepts, principles and objectives in making learning tools
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PO - 2	Students are able to understand and identify developments in art learning tools in Indonesia in accordance with the applicable curriculum.
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PO - 3	Students are able to implement concepts, principles and objectives in designing fine arts learning tools that are in accordance with the school curriculum and up to date developments in the fine arts education paradigm.
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PLO-PO Matrix	
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	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 100px;">PLO-10</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> </tr> </table>	P.O	PLO-10	PO-1		PO-2		PO-3	
P.O	PLO-10								
PO-1									
PO-2									
PO-3									

PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1" style="margin: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </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> <tr> <td>PO-2</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> <tr> <td>PO-3</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																	PO-2																	PO-3																
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Short Course Description	This course aims to instill knowledge, understanding and skills in planning innovative learning in the field of fine arts that is effective and systematic according to the curriculum, taking into account aspects of objectives, materials, methods and models of teaching and learning activities, media and evaluation, with theoretical strategies and practice.
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References	Main :
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1. Abd. Gafur. 1982. Desain Instruksional Suatu Langkah Sistematis Penyusunan Pola Dasar Kegiatan Belajar Mengajar. Solo: Tiga Serangkai.
2. HM. Djumberan Syah Indar. 1990. Perencanaan Pengajaran Strategi dan Implementasinya. Surabaya: Karya Abdi Tama
3. NA. Ametembun. 1987. Perencanaan Pengajaran Suatu Pendekatan Kompetensi Profesional Dalam Proses Belajar Mengajar. Bandung: Pertama
4. Soekarto. 1988. Desain Instruksional Sebuah Pendekatan Praktis Untuk Pendidikan Teknologi dan Keguruan. Jakarta: Dikti P2 LPTK
5. Gulo, W, 2005. Strategi belajar mengajar, Jakarta: Grasindo
6. Mustaji, 2005. Pembelajaran berbasis Konstruktivistik, PT Freeport Indonesia

Supporters:

1. Muslimin, Ibrahim, 2000. Pembelajaran Kooperatif. Unesa: Upress
2. Nurhadi, dkk. 2003. Pembelajaran Kontekstual. Malang: Universitas Negeri Malang
3. Trianto, 2007. Model-model pembelajaran Inovatif Berorientasi Konstruktivistik

Supporting lecturer Fera Ratyaningrum, S.Pd., M.Pd.
Ika Anggun Camelia, S.Pd., M.Pd.

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 understand and explain the meaning, philosophical basis, juridical principles of learning planning	Understand and explain the meaning, philosophical basis, jurisprudence of learning planning	<p>Criteria: Students are able to understand and explain the meaning, philosophical basis, juridical principles of learning planning</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers 3 x 50 minutes		<p>Material: Definition, philosophical basis, juridical learning planning</p> <p>Reference: HM. Djumberan Syah Indar. 1990. Strategic Teaching Planning and Implementation. Surabaya: Work by Abdi Tama</p>	5%
2	Able to analyze various approaches and stages of learning planning	Analyze various approaches and stages of learning planning	<p>Criteria: Able to analyze various approaches and stages of learning planning</p> <p>Form of Assessment : Participatory Activities</p>	Expository / lecture, Discussion, Question and answer 3 x 50 Minutes		<p>Material: Approaches and stages of learning planning</p> <p>Reference: HM. Djumberan Syah Indar. 1990. Strategic Teaching Planning and Implementation. Surabaya: Work by Abdi Tama</p>	3%
3	Able to analyze and design learning tools based on the independent curriculum (learning activity plan)	Analyze and design learning tools based on the independent curriculum (learning activity plan)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (learning activity plan)</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Expository / lecture, discussion, question and answer, assignment 3 x 50 minutes		<p>Material: Approaches and stages of learning planning</p> <p>Reference: HM. Djumberan Syah Indar. 1990. Strategic Teaching Planning and Implementation. Surabaya: Work by Abdi Tama</p>	5%

4	Able to analyze and design learning tools based on the independent curriculum (learning activity plan)	Analyze and design learning tools based on the independent curriculum (learning activity plan)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (learning activity plan)</p> <p>Form of Assessment : Portfolio Assessment</p>	Expository / lecture, discussion, question and answer, assignment 3 x 50 minutes		<p>Material: Approaches and stages of learning planning Reference: HM. Djumbaran Syah Indar. 1990. <i>Strategic Teaching Planning and Implementation</i>. Surabaya: Work by Abdi Tama</p>	4%
5	Able to analyze and design learning tools based on the independent curriculum (learning activity plan)	Analyze and design learning tools based on the independent curriculum (learning activity plan)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (learning activity plan)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Expository / lecture, discussion, question and answer, assignment 3 x 50 minutes		<p>Material: Approaches and stages of learning planning Reference: HM. Djumbaran Syah Indar. 1990. <i>Strategic Teaching Planning and Implementation</i>. Surabaya: Work by Abdi Tama</p>	3%
6	Able to analyze and design learning tools based on the independent curriculum (learning activity plan)	Analyze and design learning tools based on the independent curriculum (learning activity plan)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (learning activity plan)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository / lecture, discussion, question and answer, assignment 3 x 50 minutes		<p>Material: Approaches and stages of learning planning Reference: HM. Djumbaran Syah Indar. 1990. <i>Strategic Teaching Planning and Implementation</i>. Surabaya: Work by Abdi Tama</p>	5%
7	Able to analyze and design learning tools based on the independent curriculum (media)	Analyze and design learning tools based on the independent curriculum (media)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (media)</p> <p>Form of Assessment : Participatory Activities</p>	Expository / lecture, discussion, question and answer, assignment 3 x 50 minutes		<p>Material: Approaches and stages of learning planning Reference: HM. Djumbaran Syah Indar. 1990. <i>Strategic Teaching Planning and Implementation</i>. Surabaya: Work by Abdi Tama</p>	3%
8	Able to analyze and design learning tools based on the independent curriculum (media)	Analyze and design learning tools based on the independent curriculum (media)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (media)</p> <p>Form of Assessment : Portfolio Assessment</p>	Expository / lecture, discussion, question and answer, assignment 3 x 50 minutes		<p>Material: Approaches and stages of learning planning Reference: HM. Djumbaran Syah Indar. 1990. <i>Strategic Teaching Planning and Implementation</i>. Surabaya: Work by Abdi Tama</p>	5%

9	Midterm exam	Able to answer UTS questions correctly	<p>Criteria: Able to answer UTS questions correctly</p> <p>Form of Assessment : Test</p>	Midterm Exam 3 x 50 Minutes		<p>Material: Teaching and learning strategies Reference: <i>Gulo, W, 2005. Teaching and learning strategies, Jakarta: Grasindo</i></p>	15%
10	Able to analyze and design learning tools based on the independent curriculum (teaching materials)	Analyze and design learning tools based on the Independent Curriculum (teaching materials)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (teaching materials)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		<p>Material: Teaching materials Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i></p>	7%
11	Able to analyze and design learning tools based on the Independent Curriculum (LKPD)	Analyze and design learning tools based on the Independent Curriculum (LKPD)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (teaching materials)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		<p>Material: LKPD Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i></p>	10%
12	Able to analyze and design learning tools based on the independent curriculum (assessment)	Analyze and design learning tools based on the independent curriculum (assessment)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (assessment)</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		<p>Material: LKPD Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i></p> <hr/> <p>Material: LKPD Library: <i>Nurhadi, et al. 2003. Contextual Learning, Malang: State University of Malang</i></p>	5%
13	Able to analyze and design learning tools based on the independent curriculum (assessment)	Analyze and design learning tools based on the independent curriculum (assessment)	<p>Criteria: Able to analyze and design learning tools based on the independent curriculum (assessment)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		<p>Material: LKPD Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i></p> <hr/> <p>Material: LKPD Library: <i>Nurhadi, et al. 2003. Contextual Learning, Malang: State University of Malang</i></p>	10%

14	Able to analyze and design learning tools based on the Independent Curriculum (LKPD)	Analyze and design learning tools based on the Independent Curriculum (LKPD)	Criteria: Able to analyze and design learning tools based on the Independent Curriculum (LKPD)	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		Material: LKPD Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i> Material: LKPD Library: <i>Nurhadi, et al. 2003. Contextual Learning, Malang: State University of Malang</i>	10%
15	Able to analyze and design learning tools based on the complete Independent Curriculum	Analyze and design learning tools based on the complete Independent Curriculum	Criteria: Able to analyze and design learning tools based on the complete Independent Curriculum Form of Assessment : Practice / Performance	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		Material: LKPD Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i> Material: LKPD Library: <i>Nurhadi, et al. 2003. Contextual Learning, Malang: State University of Malang</i>	5%
16	Able to analyze and design learning tools based on the complete Independent Curriculum	Analyze and design learning tools based on the complete Independent Curriculum	Criteria: Able to analyze and design learning tools based on the complete Independent Curriculum Form of Assessment : Project Results Assessment / Product Assessment	Expository / lecture, Discussion of paper assignments, 3 x 50 Minute Presentations		Material: LKPD Library: <i>Trianto, 2007. Innovative Constructivist Oriented learning models</i> Material: LKPD Library: <i>Nurhadi, et al. 2003. Contextual Learning, Malang: State University of Malang</i>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	11%
2.	Project Results Assessment / Product Assessment	47.5%
3.	Portfolio Assessment	16.5%
4.	Practice / Performance	10%
5.	Test	15%
		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** 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.

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.