


|   |   |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|---|---|--|-----------------------------------|------------|------------------|-------------------------------------|-------------------------|-------|-------|-------|--------|----|----|----|----|----|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|
|  | <b>Universitas Negeri Surabaya</b><br><b>Faculty of Languages and Arts</b><br><b>Undergraduate Study Program in Indonesian Language and Literature Education</b>  |  |                                   |            |                  | <b>Document Code</b>                |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>SEMESTER LEARNING PLAN</b>   |   |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Courses</b>  | <b>CODE</b>   | <b>Course Family</b>   | <b>Credit Weight</b>              |            |                  | <b>SEMESTER</b>                     | <b>Compilation Date</b> |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Bsi Learning Strategy</b>  | 8820102155  | Study Program Elective Courses   | <b>T=2</b>                        | <b>P=0</b> | <b>ECTS=3.18</b> | 2                                   | July 18, 2024           |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>  | <b>SP Developer</b>   |  | <b>Course Cluster Coordinator</b> |            |                  | <b>Study Program Coordinator</b>    |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | .....   |  | Dr. Mintowati, M.Pd.              |            |                  | Prof. Dr. Anas Ahmadi, S.Pd., M.Pd. |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Learning model</b>   | <b>Case Studies</b>   |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b>  | <b>PLO study program that is charged to the course</b>  |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PLO-1</b>  | Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties   |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PLO-2</b>  | Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit   |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PLO-3</b>  | Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PLO-10</b>   | Able to operate pedagogical aspects related to teaching Indonesian for both native speakers, foreign speakers and children with special needs  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>Program Objectives (PO)</b>  |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PLO-PO Matrix</b>  |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   |   | <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-1</td> <td style="width: 20%;">PLO-2</td> <td style="width: 20%;">PLO-3</td> <td style="width: 20%;">PLO-10</td> </tr> </table>  |                                   |            |                  |                                     | P.O                     | PLO-1 | PLO-2 | PLO-3 | PLO-10 |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| P.O   | PLO-1   | PLO-2  | PLO-3                             | PLO-10     |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>PO Matrix at the end of each learning stage (Sub-PO)</b>   |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   |   | <table border="1" style="width: 100%; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="width: 95%;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">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>   | Discussion of innovative learning concepts, planning and implementation in BSI learning in accordance with the objectives and characteristics of BSI learning materials through learning workshops and learning simulations |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
| <b>References</b>   | <b>Main :</b>   |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   |   |  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |
|   | <b>Supporters:</b>  | <ol style="list-style-type: none"> <li>1. Johnson, Elaine B. 2002. Contextual Teaching and Learning: What It Is and Why It Is Here to Stay. Thousands Oaks, California: Corwin Press, Inc.</li> <li>2. Nur, Mohamad &amp; Wikandari, Prima Retno. 2000. Pengajaran Berpusat kepada Siswa dan Pendekatan Konstruktivis dalam Pengajaran. Surabaya: Pusat Studi Matematika dan IPA Sekolah, Universitas Negeri Surabaya.</li> <li>3. Nurhadi. 2002. Pendekatan Kontekstual (Contextual Teaching and Learning/ CTL). Jakarta: Departemen Pendidikan Nasional, Dirjen Dikdasmenen, Direktorat Pendidikan Lanjutan Pertama.</li> </ol>  |                                   |            |                  |                                     |                         |       |       |       |        |    |    |    |    |    |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |

| Supporting lecturer |   | Dr. Mintowati, M.Pd.<br>Dr. Syamsul Sodik, M.Pd.<br>Dr. Suhartono, 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                   |   |  | <b>Form of Assessment :</b><br>Participatory Activities  | Lecture and question and answer<br>100 minutes                          |                   |                                   | 0%                    |
| 2                   |   |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Presentations and discussions<br>100                                    |                   |                                   | 0%                    |
| 3                   |   |  | <b>Form of Assessment :</b><br>Practice / Performance  | Presentations and discussions<br>100                                    |                   |                                   | 0%                    |
| 4                   |   |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Presentations and discussions<br>100                                    |                   |                                   | 0%                    |
| 5                   |   |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Presentations and discussions<br>100                                    |                   |                                   | 0%                    |
| 6                   |   |  |  | Discussions and presentations<br>100                                    |                   |                                   | 0%                    |
| 7                   |   |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Presentations and discussions<br>100                                    |                   |                                   | 0%                    |
| 8                   |   |  | <b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment                             | Written Exam<br>100   |                   |                                   | 0%                    |
| 9                   |   |  | <b>Form of Assessment :</b><br>Participatory Activities, Practice/Performance                              | Presentation and Discussion<br>100                                      |                   |                                   | 0%                    |
| 10                  |   |  | <b>Form of Assessment :</b><br>Participatory Activities, Project Results Assessment / Product Assessment   | Presentation and Discussion<br>100                                      |                   |                                   | 0%                    |
| 11                  |   |  |  | Group assignment<br>1--   |                   |                                   | 0%                    |
| 12                  |   |  | <b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment                             | Group assignment<br>100   |                   |                                   | 0%                    |
| 13                  |   |  | <b>Form of Assessment :</b><br>Practice / Performance  | Group assignment<br>100   |                   |                                   | 0%                    |

|    |  |  |  |                               |  |  |    |
|----|--|--|--|-------------------------------|--|--|----|
| 14 |  |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Group assignment<br>100       |  |  | 0% |
| 15 |  |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Group assignment<br>100       |  |  | 0% |
| 16 |  |  | <b>Form of Assessment :</b><br>Project Results Assessment / Product Assessment                             | 100<br>Semester<br>Final Exam |  |  | 0% |

#### 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.**