	Universitas Negeri Surabaya Faculty of Languages and Arts Undergraduate Study Program in Indonesian Language and Literature Education	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Writing and Reading Poetry		8820102110	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	7	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila
	PLO-8	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature
	Program Objectives (PO)	
	PO - 1	Students are able to write and recite poetry
	PLO-PO Matrix	

P.O	PLO-5	PLO-8
PO-1		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																

Short Course Description	Master the aspects of writing and reading poetry by fostering interest and motivation in writing and reading and finding sources of creative inspiration for writing and reading through class meeting activities, group discussions, training in writing and poetry performance, and simulations to produce written poetry to be presented in class discussions, exhibitions/titles of departmental work, poetry readings, and publication in both anthology books and mass media.

References	**Main :**	

1. Aisyah, Nenden Lilis. 2007. Kiat Efektif Menulis Kreatif . Bandung: Salam Madani.
2. Aspahani, Hasan. 2007. Menapak ke Puncak Sajak: Jangan Menulis Puisi Sebelum Baca Buku Ini . Depok: Penerbit Koekoesan.
3. Hariadi, Langit Kresna. 2004. Mengarang? Ah... Gampang . Solo: Tiga Serangkai.
4. Jabrohim, dkk. 2003. Cara Menulis Kreatif . Yogyakarta: Pustaka Pelajar.
5. Komaidi, Didik. 2007. Aku Bisa Menulis . Yogyakarta: Sabda.
6. Maulana, Soni Farid . 2015. Apresiasi dan Proses Kreatif Menulis Puisi . Edisi Revisi. Bandung: Penerbit Nuansa Cendekia.
7. Noor, Acep Zamzam Noor. 2011. Puisi dan Bulu Kuduk . Bandung: Penerbit Nuansa.
8. Pranoto, Naning. 2007. Creative Writing . Jakarta: Raya Kultura
9. Tjahjono, Tengsoe. 2000. Membidik Bumi Puisi . Surabaya: Sanggar Kalimas.
10. Tjahjono, Tengsoe. 2011. Mendaki Gunung Puisi: Kea Arah Kegiatan Apresiasi . Malang: Bayumedia Publishing.
11. Waluyo, Herman J. 2000. Teori dan Apresiasi Puisi . Jakarta: Erlangga

	Supporters:						

Supporting lecturer	Dr. Tengsoe Tjahjono, M.Pd. Dr. Ririe Rengganis, S.S., M.Hum.						

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	Describe the description of Indonesian poetry and the meaning of poetry (Indonesian Literature)	Discuss the description of Indonesian poetry and the meaning of poetry (Indonesian Literature)	**Criteria:** 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 **Form of Assessment** : Participatory Activities	· Group discussions in (in) class · Classical brainstorming and ideas · Discussion of course bills 2 X 50		**Material:** - **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga*	1%
2	Describes the development of poetry: mantras, rhymes, poetry, songs as the basis for poets	Discussing the development of poetry: mantras, rhymes, poetry, songs as the basis for poets	**Criteria:** 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 **Form of Assessment** : Participatory Activities	· Group discussions in class · Brainstorming ideas and ideas classically 2 X 50		**Material:** - **References:** *Jabrohim, et al. 2003. How to Write Creatively. Yogyakarta: Student Library.*	1%
3	Describe the physical and inner structure of poetry	Discuss the physical and inner structure of poetry	**Criteria:** 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 **Form of Assessment** : Test	· Group discussions in class · Brainstorming ideas and ideas classically 2 X 50		**Material:** - **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga*	2%

| 4 | Describes the social and cultural background of the poet (Indonesia) | Discuss the social and cultural background of the presenter (Indonesia) | **Criteria:** 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1 **Form of Assessment** : Test | · Group discussions in class · Brainstorming ideas and ideas classically 2 X 50 | | **Material:** - **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga* | 1% |
| 5 | Write poetry about yourself, your surroundings and nature | Discuss and write poetry about yourself, your surroundings and nature | **Criteria:** 1. Writing by paying attention to the theme, form and content well using fluent language, the score is 5 2. Writing with moderate attention to theme, form and content using fluent language, the score is 4 3. Writing with poor attention to theme, form and content using fluent language, the score is 3 4. Writing with poor attention to theme, form and content using less fluent language, score 2 5. Writing poetry is not good, score 1 **Form of Assessment** : Participatory Activities | · Group discussions in class · Brainstorming ideas and ideas classically 2 X 50 | | **Material:** 2 **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga* | 1% |

6	Write poetry using acrostic models, descriptions, definitions and images	Discuss and write poetry using acrostic models, descriptions, definitions and images	**Criteria:** 1.Writing by paying attention to the theme, form and content well using fluent language, the score is 5 2.Writing with moderate attention to theme, form and content using fluent language, the score is 4 3.Writing with poor attention to theme, form and content using fluent language, the score is 3 4.Writing with poor attention to theme, form and content using less fluent language, score 2 5.Writing poetry is not good, score 1 **Form of Assessment** : Project Results Assessment / Product Assessment	· Group discussions in class · Classical brainstorming and ideas · Creative writing process 2 X 50		**Material:** - **References:** *Aisyah, Nenden Lilis. 2007. Tips for Effective Creative Writing. Bandung: Greetings Madani.*	10%
7	Write poetry with other models and free themes	Discuss and write poetry with other models and free themes	**Criteria:** 1.Writing by paying attention to the theme, form and content well using fluent language, the score is 5 2.Writing with moderate attention to theme, form and content using fluent language, the score is 4 3.Writing with poor attention to theme, form and content using fluent language, the score is 3 4.Writing with poor attention to theme, form and content using less fluent language, score 2 5.Writing poetry is not good, score 1 **Form of Assessment** : Project Results Assessment / Product Assessment	· Group discussions in class · Classical brainstorming and ideas · Creative process of writing poetry 2 X 50		**Material:** - **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga*	5%

8	Midterm exam	Midterm exam	**Criteria:** Midterm exam **Form of Assessment**: Test	Midterm Exam 2 X 50		**Material:** - **References:** *Aisyah, Nenden Lilis. 2007. Tips for Effective Creative Writing. Bandung: Greetings Madani.*	4%
9	Brainstorm ideas and write poetry creatively 1	Brainstorm ideas and write poetry creatively 1	**Criteria:** 1. Writing by paying attention to the theme, form and content well using fluent language, the score is 5 2. Writing with moderate attention to theme, form and content using fluent language, the score is 4 3. Writing with poor attention to theme, form and content using fluent language, the score is 3 4. Writing with poor attention to theme, form and content using less fluent language, score 2 5. Writing poetry is not good, score 1 **Form of Assessment**: Participatory Activities	· Group discussions in class · Classical brainstorming and ideas · Creative process of writing poetry 2 X 50		**Material:** - **References:** *Tjahjono, Tengsoe. 2011. Climbing the Poetry Mountain: Directions for Appreciation Activities. Malang: Bayumedia Publishing.*	5%
10	Brainstorm ideas and write poetry creatively 2	Brainstorm ideas and write poetry creatively 2	**Criteria:** 1. Writing by paying attention to the theme, form and content well using fluent language, the score is 5 2. Writing with moderate attention to theme, form and content using fluent language, the score is 4 3. Writing with poor attention to theme, form and content using fluent language, the score is 3 4. Writing with poor attention to theme, form and content using less fluent language, score 2 5. Writing poetry is not good, score 1 **Form of Assessment**: Project Results Assessment / Product Assessment	· Group discussions in class · Classical brainstorming and ideas · Creative process of writing poetry 2 X 50		**Material:** - **References:** *Jabrohim, et al. 2003. How to Write Creatively. Yogyakarta: Student Library.*	10%

11	Carrying out a single poetry reading, both with text and without text	Demonstrate the reading of a single poem, both with text and without text	**Criteria:** 1. The assessment rubric includes 5 aspects, including: 2. 1. Appearance 3. 2. Appreciation 4. 3. Vocals 5. 4. Expression 6. 5. Motion **Form of Assessment** : Practice / Performance	· Group discussions in class · Classical brainstorming of opinions and ideas · Poetry reading (demonstrative or performance) 2 X 50		**Material:** - **References:** *Aisyah, Nenden Lilis. 2007. Tips for Effective Creative Writing. Bandung: Greetings Madani.*	5%
12	Do poetry readings together or in pairs	Demonstrate reading poetry together or in pairs	**Criteria:** 1. The assessment rubric includes 5 aspects, including: 2. 1. Appearance 3. 2. Appreciation 4. 3. Vocals 5. 4. Expression 6. 5. Motion **Form of Assessment** : Practice / Performance	· Group discussions in class · Classical brainstorming of opinions and ideas · Poetry reading (demonstrative or performance) 2 X 50		**Material:** - **References:** *Tjahjono, Tengsoe. 2011. Climbing the Poetry Mountain: Directions for Appreciation Activities. Malang: Bayumedia Publishing.*	4%
13	Delivering group poetry readings	Demonstrate group poetry reading	**Criteria:** 1. The assessment rubric includes 5 aspects, including: 2. 1. Appearance 3. 2. Appreciation 4. 3. Vocals 5. 4. Expression 6. 5. Motion **Form of Assessment** : Project Results Assessment / Product Assessment	· Group discussions in class · Classical brainstorming of opinions and ideas · Poetry reading (demonstrative or performance) 2 X 50		**Material:** - **References:** *Tjahjono, Tengsoe. 2000. Aiming at the Earth of Poetry. Surabaya: Kalimas Studio.*	2%
14	Delivering poetry readings accompanied by music or sound	Demonstrate reading poetry accompanied by music or sound	**Criteria:** 1. The assessment rubric includes 5 aspects, including: 2. 1. Appearance 3. 2. Appreciation 4. 3. Vocals 5. 4. Expression 6. 5. Motion 7. 6. Cohesion and harmony with the music **Form of Assessment** : Project Results Assessment / Product Assessment	· Group discussions in class · Classical brainstorming of opinions and ideas · Poetry reading (demonstrative or performance) 2 X 50		**Material:** - **References:** *Tjahjono, Tengsoe. 2000. Aiming at the Earth of Poetry. Surabaya: Kalimas Studio.*	15%

| 15 | Musicalizing poetry | Demonstrate the musicalization of poetry | **Criteria:** 1. The assessment rubric includes 5 aspects, including: 2. 1. Appearance 3. 2. Appreciation 4. 3. Vocals 5. 4. Expression 6. 5. Motion 7. 6. Cohesion and harmony with the music

Form of Assessment: Project Results Assessment / Product Assessment | · Group discussions in class · Classical brainstorming of opinions and ideas · Poetry reading (demonstrative or performance) 2 X 50 | | **Material:** - **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga* | 30% |
| 16 | Final exams | -Final exams | **Criteria:** -Final exams

Form of Assessment: Test | Final Exam Semester 2 X 50 | | **Material:** - **References:** *Aisyah, Nenden Lilis. 2007. Tips for Effective Creative Writing. Bandung: Greetings Madani.*

Material: - **References:** *Waluyo, Herman J. 2000. Theory and Appreciation of Poetry. Jakarta: Erlangga* | 4% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	8%
2.	Project Results Assessment / Product Assessment	72%
3.	Practice / Performance	9%
4.	Test	11%
		100%

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.