



**Universitas Negeri Surabaya
Faculty of Languages and Arts,
Indonesian Literature Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																													
Writing and Reading Poetry	7920102091	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	5	July 16, 2024																																																													
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																																														
		Dr. Tengsoe Tjahjono; Rahmi Rahmayati, M.Pd.; Andik Yuliyanto, M.Si.	Prof. Dr. Setya Yuwana, M.A.	Drs. Parmin, M.Hum.																																																														
Learning model	Project Based Learning																																																																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																	
	PLO-8	Able to identify, classify and systematize Indonesian linguistic and literary problems that develop in society																																																																
	Program Objectives (PO)																																																																	
	PO - 1	Students are able to write and recite poetry that is written responsibly																																																																
	PLO-PO Matrix																																																																	
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-8</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>				P.O	PLO-8	PO-1																																																										
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PO-1																																																																		
PO Matrix at the end of each learning stage (Sub-PO)																																																																		
	<table border="1" style="margin: auto;"> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> <th style="padding: 5px;">5</th> <th style="padding: 5px;">6</th> <th style="padding: 5px;">7</th> <th style="padding: 5px;">8</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> <th style="padding: 5px;">11</th> <th style="padding: 5px;">12</th> <th style="padding: 5px;">13</th> <th style="padding: 5px;">14</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">16</th> </tr> <tr> <td style="padding: 5px;">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><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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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/shows of departmental work, poetry readings, and publication in both anthology books and mass media.																																																																	
References	Main :																																																																	
	<ol style="list-style-type: none"> 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:																																																																	
	1. Buku kumpulan puisi																																																																	
Supporting lecturer	Dr. Tengsoe Tjahjono, M.Pd. Andik Yuliyanto, S.S., M.Si. Muhammad Erwan Saing, M.A.																																																																	

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)	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> · Group discussions in (in) class · Classical brainstorming and ideas · Discussion of course bills <p>2 X 50</p>		<p>Material: description of Indonesian poetry and understanding of poetry (Indonesian Literature)</p> <p>Literature: <i>Aisyah, Nenden Lilis. 2007. Tips for Effective Creative Writing. Bandung: Greetings Madani.</i></p>	5%
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	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	<ul style="list-style-type: none"> · Group discussions in class · Brainstorming ideas and ideas classically <p>2 X 50</p>		<p>Material: development of poetry: mantras, rhymes, poems, songs as a foundation for poets</p> <p>Library: <i>Tjahjono, Tengsoe. 2011. Climbing the Poetry Mountain: Directions for Appreciation Activities. Malang: Bayumedia Publishing.</i></p>	5%
3	Describe the physical and inner structure of poetry	Discuss the physical and inner structure of poetry	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Portfolio Assessment</p>	<ul style="list-style-type: none"> · Group discussions in class · Brainstorming ideas and ideas classically <p>2 X 50</p>		<p>Material: physical and mental structure of poetry</p> <p>Reader: <i>Noor, Acep Zamzam Noor. 2011. Poetry and Goosebumps. Bandung: Nuansa Publishers.</i></p>	5%

4	Describes the social and cultural background of the poet (Indonesia)	Discuss the social and cultural background of the presenter (Indonesia)	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Participatory Activities</p>	- Group discussions in class - Brainstorming ideas and ideas classically 2 X 50		<p>Material: social and cultural background of the poet (Indonesia)</p> <p>References: <i>Aspahani, Hasan. 2007. Climbing to the Top of Poetry: Don't Write Poetry Before Reading This Book. Depok: Koekoesan Publishers.</i></p>	5%
5	Write poetry about yourself, your surroundings and nature	Discuss and write poetry about yourself, your surroundings and nature	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	- PjBL 2 X 50	PjBL	<p>Material: Write poetry about yourself, your surroundings and nature</p> <p>Reader: <i>Pranoto, Naning. 2007. Creative Writing. Jakarta: Raya Kultura</i></p>	10%

6	Write poetry using acrostic models, descriptions, definitions and images	Discuss and write poetry using acrostic models, descriptions, definitions and images	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL 2 X 50	PjBL	<p>Material: Writing poetry using acrostic models, descriptions, definitions and pictures. Library: Noor, Acep Zamzam Noor. 2011. <i>Poetry and Goosebumps</i>. Bandung: Nuansa Publishers.</p>	10%
7	Write poetry with other models and free themes	Discuss and write poetry with other models and free themes	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	PjBL 2 X 50	PjBL	<p>Material: Writing poetry with other models and free themes References: Jabrohim, et al. 2003. <i>How to Write Creatively</i>. Yogyakarta: Student Library.</p>	10%
8	Midterm exam	Midterm exam	<p>Criteria: Midterm exam</p> <p>Form of Assessment : Test</p>	Midterm Exam 2 X 50	UTS	<p>Material: UTS Library: <i>Poetry collection book</i></p>	10%

9	Brainstorm ideas and write poetry creatively 1	Brainstorm ideas and write poetry creatively 1	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>- Group discussions in class · Classical brainstorming and ideas · Creative process of writing poetry 2 X 50</p>		<p>Material: brainstorming ideas and writing poetry creatively 1 Library: <i>Aisyah, Nenden Lilis. 2007. Tips for Effective Creative Writing. Bandung: Greetings Madani.</i></p>	10%
10	Brainstorm ideas and write poetry creatively 2	Brainstorm ideas and write poetry creatively 2	<p>Criteria:</p> <ol style="list-style-type: none"> 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 <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>- Group discussions in class · Classical brainstorming and ideas · Creative process of writing poetry 2 X 50</p>		<p>Material: ideas and writing poetry creatively 2 References: <i>Tjahjono, Tengsoe. 2011. Climbing the Poetry Mountain: Directions for Appreciation Activities. Malang: Bayumedia Publishing.</i></p>	5%

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 : Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	Material: single poetry reading, both with text and without text Reader: <i>Aspahani, Hasan. 2007. Climbing to the Top of Poetry: Don't Write Poetry Before Reading This Book. Depok: Koekoesan Publishers.</i>	10%
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 : Project Results Assessment / Product Assessment	PjBL - Poetry reading (demonstrative or performance) 2 X 50	PjBL - Poetry reading (demonstrative or performance)	Material: PjBL - Poetry reading (demonstrative or performance) Literature: <i>Tjahjono, Tengsoe. 2000. Aiming at the Earth of Poetry. Surabaya: Kalimas Studio.</i>	5%
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 : Participatory Activities	PjBL - Poetry reading (demonstrative or performance) 2 X 50	PjBL	Material: PjBL - Poetry reading (demonstrative or performance) Literature: <i>Hariadi, Langit Kresna. 2004. Composing? Ah... Easy. Solo: Triumvirate.</i>	5%
14	poetry reading accompanied by music	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 : Participatory Activities	PjBL - Poetry reading (demonstrative or performance) 2 X 50	PjBL	Material: poetry reading accompanied by music Reader : <i>Pranoto, Naning. 2007. Creative Writing. Jakarta: Raya Kultura</i>	5%
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	- Group discussions in class - Classical brainstorming of opinions and ideas - Poetry reading (demonstrative or performance) 2 X 50	PjBL	Material: musicalization of poetry Library: <i>Poetry collection book</i>	5%
16	Final exams	-Final exams	Criteria: -Final exams	Final Exam Semester 2 X 50	UAS	Material: UAS Library: <i>Poetry collection book</i>	5%

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	10%
4.	Test	10%
		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.