Document Code



# Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Javanese Language and Literature Education Study Program

# SEMESTER LEARNING PLAN

Courses			CODE	Course Family		Cred	lit We	eigh	t	SEMESTER	Compilation Date	
School Curri	culum		8820202186			T=2	P=0	E	CTS=3.18	3	July 17, 2024	
AUTHORIZA	TION		SP Developer			Course Cluster Coordinator			dinator	Study Progra	m Coordinator	
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Learning model	Project Base	d Learnii	ng		ı					l		
Program	PLO study p	rogram	that is charged to th	ne course								
Learning Outcomes (PLO)	PLO-3		Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and n accordance with work competency standards in the field concerned									
	PLO-6	Mas	tering the theoretical co	oncepts of learning Ja	vanese l	y utili:	zing i	nforr	mation tec	hnology;		
	PLO-11	Able	to apply Javanese lan	guage learning theory	by utiliz	ing inf	orma	tion	technology	<b>/</b> ;		
	Program Ob	jectives	(PO)									
	PO - 1	the o	ing science and techno curriculum, curriculum uage and literature lear	competencies and c								
	PO - 2	able	er theoretical concepts to formulate solution edurally.									
	PO - 3	alter		Make strategic decisions based on information and data analysis, and provide guidance in selectinal ternative solutions in resolving and resolving problems in the Javanese language and literature								

#### PO - 4

**PLO-PO Matrix** 

P.O	PLO-3	PLO-6	PLO-11
PO-1	•		
PO-2		1	
PO-3		1	1
PO-4	1		1

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

curriculum.

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													
PO-4													

Have a commitment and attitude of responsibility for your own and group learning performance in solving various practical problems in studying the Javanese language and literature learning curriculum at school.

#### Short Course Description

This course contains an examination of the nature and components of the curriculum, competencies in learning Javanese language and literature in the curriculum as well as processing the curriculum in an applicable manner in learning Javanese language and literature at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.

# References

Main :

(1) Sanjana, Wina. 2008. Kurikulum dan Pembelajaran :Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. Pengembangan Kurikulum: Teori dan Praktik. Bandung: Remaja Rosdakarya. (3) Soetopo, Hendayat dan Wasty Sumanto. 1993. Pembinaan dan Pengembangan Kurikulum. Jakarta: Bumi Aksara. (4) Reksoatmodjo. 2010. Pengembangan Kurikulum Pendidikan. Bandung: Refika Aditama. (5) Tarigan, Henry Guntur. 1986. Telaah Buku Teks Bahasa Indonesia. Bandung; Angkasa. (6) Pusat Perbukuan Nasional. Pedoman Penulisan Buku Pelajaran: Penjelasan Standar Mutu Buku Pelajaran Bahasa dan Sastra Indonesia. Jakarta: Depdiknas. (7) Muslich, Masnur. 2008. Kurikulum Tingkat Satuan Pendidikan: Dasar Pemahaman dan Pengembangan. Jakarta: Bumi Aksara (8) Sumber lain yang relevan

Supporters:

Supporting lecturer

Dr. Octo Dendy Andriyanto, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	E	valuation	Leari Studer	lp Learning, ning methods, nt Assignments, timated time]	Learning materials [ References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( <i>online</i> )	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

		1	1	1	1		
1	Mastering the	Able to	Criteria:	discussion		Material:	5%
	philosophical and	master the	1.The assessments	lecture		philosophical	
	psychological	philosophical	carried out on	3 X 50		and	
	foundations in	and				psychological	
	curriculum	psychological	aspects of			foundations in	
	development.	foundations in curriculum	attitude,			curriculum	
		development.	knowledge and			development.	
		development.	skills are as			References:	
			follows:				
			2.Participation			(1) Sanjana,	
			during lectures			Vienna. 2008.	
			through			Curriculum	
			<u> </u>			and Learning:	
			observation			Theory and	
			(weight 2)			Practice of	
			<ol><li>Assignments are</li></ol>			Education	
			accessed through			Unit Level	
			presentations and			Curriculum	
			reports on the			Development	
			results of group			(KTSP.	
			discussions, and			Jakarta:	
						Kencana	
			individual case			Prenada	
			study reports.			Media Group	
			Values are			(2)	
			averaged and			(∠) Sukmadinata,	
			weighted (3)			Sukmaamata, Nana	
			4.Subsummative			svana Svaodih.	
			tests are carried				
			out to access all			1999.	
						Curriculum	
			indicators during			Development:	
			the half semester			Theory and	
			through written			Practice.	
			exams and case			Bandung:	
			analysis			Teen	
			assignments.			Rosdakarya.	
			Scores are			(3) Soetopo,	
			averaged and			Hendayat and	
						Wasty	
			weighted (2))			Sumanto.	
			<ol><li>Summative tests</li></ol>			1993.	
			are carried out			Curriculum	
			simultaneously			Development	
			according to the			and	
			schedule. The			Development.	
			exam is carried			Jakarta: Bumi	
			out in writing and			Aksara (4)	
			is given			Reksoatmodjo	
						: Angkasa (6)	
			weightage (3)				
			Form of Assessment			National Book	
			Form of Assessment			Center.	
			Portioinator: A ativiti			Guidelines for	
			Participatory Activities			Writing	
						Textbooks:	
						Explanation of	
						Quality	
						Standards for	
						Indonesian	
						Language and	
						Literature	
						Books.	
						Jakarta:	
						Ministry of	
						National	
						Education.	
						Bumi Aksara	
						(8) Other	
						relevant	
		<u> </u>				sources	
						l l	

				I	T T	
2	Mastering the	Able to	Criteria:	lecture,	Material:	5%
	philosophical and psychological	master the	1.The assessments	discussion	philosophical	
	foundations in	philosophical and	carried out on	3 X 50	and	
	curriculum	psychological	aspects of		psychological	
	development.	foundations in	attitude,		foundations in	
		curriculum	knowledge and		curriculum	
		development.	skills are as		development.	
			follows:		References:	
			2.Participation		(1) Sanjana,	
					Vienna. 2008.	
			during lectures		Curriculum	
			through		and Learning:	
			observation		Theory and	
			(weight 2)		Practice of	
			3.Assignments are		Education	
			accessed through		Unit Level	
			presentations and		Curriculum	
			reports on the		Development	
			results of group		(KTSP.	
			discussions, and		Jakarta:	
			individual case		Kencana	
			study reports.		Prenada	
1 1			Values are		Media Group	
1 1			averaged and		(2)	
			weighted (3)		Sukmadinata,	
			4.Subsummative		Nana	
			tests are carried		Syaodih.	
			out to access all		1999.	
			indicators during		Curriculum	
			_		Development:	
			the half semester		Theory and	
			through written		Practice.	
			exams and case		Bandung:	
			analysis		Teen	
			assignments.		Rosdakarya.	
			Scores are		(3) Soetopo,	
			averaged and		Hendayat and Wasty	
			_ weighted (2))		Sumanto.	
			<ol><li>Summative tests</li></ol>		1993.	
			are carried out		Curriculum	
			simultaneously		Development	
			according to the		and	
			schedule. The		Development.	
			exam is carried		Jakarta: Bumi	
			out in writing and		Aksara (4)	
			is given		Reksoatmodio	
			weightage (3)		; Angkasa (6)	
			33 ()		National Book	
			Form of Assessment		Center.	
			:		Guidelines for	
			Participatory Activities		Writing	
					Textbooks:	
					Explanation of	•
					Quality	
					Standards for	
					Indonesian	
					Language and	'
					Literature	
					Books.	
					Jakarta:	
					Ministry of	
					National	
					Education.	
					Bumi Aksara	
					(8) Other	
					relevant	
1					sources	

		1	I	1	<del>                                     </del>	
3	Mastering the	Able to	Criteria:	discussion,	Material:	5%
	socio-cultural	master the	1.The assessments	lecture	Socio-cultural	
	foundations and	socio-cultural	carried out on	3 X 50	foundations	
	development of	foundations and	aspects of		and the	
	science and technology in	developments	attitude,		development	
	curriculum	in science	-		of science	
	development.	and	knowledge and		and	
		technology in	skills are as		technology in	
		curriculum	follows:		curriculum	
		development.	2.Participation		development.	
			during lectures		References:	
			through		(1) Sanjana,	
			observation		Vienna. 2008.	
			(weight 2)		Curriculum	
			3.Assignments are		and Learning:	
			accessed through		Theory and	
			9			
			presentations and		Practice of	
			reports on the		Education	
			results of group		Unit Level	
			discussions, and		Curriculum	
			individual case		Development	
			study reports.		(KTSP.	
			Values are		Jakarta:	
			averaged and		Kencana	
			weighted (3)		Prenada	
					Media Group	
			4.Subsummative		(2)	
			tests are carried		Sukmadinata,	
			out to access all		Nana	
			indicators during		Syaodih.	
			the half semester		1999.	
			through written		Curriculum	
			exams and case		Development:	
			analysis		Theory and	
			assignments.		Practice.	
			_		Bandung:	
			Scores are		Teen	
			averaged and		Rosdakarya.	
			weighted (2))		(3) Soetopo,	
			<ol><li>Summative tests</li></ol>		Hendayat and	
			are carried out		Wasty	
			simultaneously			
			according to the		Sumanto.	
			schedule. The		1993.	
			exam is carried		Curriculum	
					Development	
			out in writing and		and	
			is given		Development.	
			weightage (3)		Jakarta: Bumi	
			F		Aksara (4)	
			Form of Assessment		Reksoatmodjo	
			[		; Angkasa (6)	
			Participatory Activities		National Book	
					Center.	
					Guidelines for	
					Writing	
					Textbooks:	
					Explanation of	
					Quality	
					Standards for	
					Indonesian	
					Language and	
					Literature	
					Books.	
					Jakarta:	
					Ministry of	
					National	
					Education.	
					Bumi Aksara	
					(8) Other	
					relevant sources	

4	Mastering various	Able to	Criteria:	discussion,		Material:	5%
<b>-</b>	curriculum	master	1.The assessments	lecture		curriculum	390
	development	various		3 X 50		development	
	models	curriculum	carried out on	3 X 30		model	
		development	aspects of			References:	
		models	attitude,			(1) Sanjana,	
			knowledge and			Vienna. 2008.	
			skills are as			Curriculum	
			follows:			and Learning:	
			2.Participation			Theory and	
			during lectures			Practice of	
			through			Education	
			observation			Unit Level	
			(weight 2)			Curriculum	
			<ol><li>Assignments are</li></ol>			Development	
			accessed through			(KTSP.	
			presentations and			Jakarta:	
			reports on the			Kencana	
			results of group			Prenada	
			discussions, and			Media Group	
			individual case			(2)	
			study reports.			Sukmadinata,	
			Values are			Nana	
			averaged and			Syaodih. 1999.	
			weighted (3)				
			4.Subsummative			Curriculum	
			tests are carried			Development: Theory and	
			out to access all			Practice.	
			indicators during			Bandung:	
			the half semester			Teen	
			through written			Rosdakarya.	
			exams and case			(3) Soetopo,	
			analysis			Hendayat and	
			assignments.			Wasty	
			Scores are			Sumanto.	
			averaged and			1993.	
			weighted (2))			Curriculum	
			5.Summative tests			Development	
			are carried out			and	
			simultaneously			Development.	
			according to the			Jakarta: Bumi	
			schedule. The			Aksara (4) Reksoatmodjo	
			exam is carried			; Angkasa (6)	
			out in writing and			National Book	
			is given			Center.	
			weightage (3)			Guidelines for	
						Writing	
			Form of Assessment			Textbooks:	
			:			Explanation of	
			Project Results			Quality	
			Assessment / Product			Standards for	
			Assessment			Indonesian	
						Language and	
						Literature	
						Books.	
						Jakarta:	
						Ministry of	
						National	
						Education. Bumi Aksara	
						(8) Other	
						relevant	
						sources	
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		curriculum development models and policies	master various curriculum development models and school curriculum development policies	1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and is given weightage (3)  Form of Assessment: Project Results Assessment / Product Assessment	discussion, lecture 3 X 50		curriculum development model References: (1) Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. Curriculum Development: Theory and Practice. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. Curriculum Development and Development and Development. Jakarta: Bumi Aksara (4) Reksoatmodjo; Angkasa (6) National Book Center. Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources	
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	Mootoring	Idontif:	Out to all	-U	No. de arte d	E0.
6	Mastering various	Identify and	Criteria:	discussion,	Material:	5%
1	characteristics of regional language	analyze various	1.The assessments	lecture	curriculum	
1 1	curriculum	Javanese	carried out on	3 X 50	development	
		language	aspects of		in Indonesia	
		curriculum	attitude,		References:	
		developments	knowledge and		(1) Sanjana,	
			skills are as		Vienna. 2008.	
			follows:		Curriculum	
			2.Participation		and Learning:	
			during lectures		Theory and	
			through		Practice of	
			observation		Education	
					Unit Level	
			(weight 2)		Curriculum	
			3.Assignments are		Development	
			accessed through		(KTSP.	
			presentations and		Jakarta:	
			reports on the		Kencana	
			results of group		Prenada Mariin Oranga	
1 1			discussions, and		Media Group	
1 1			individual case		(2)	
			study reports.		Sukmadinata, Nana	
			Values are			
			averaged and		Syaodih. 1999.	
			weighted (3)		Curriculum	
			4.Subsummative		Development:	
			tests are carried		Theory and	
			out to access all		Practice.	
			indicators during		Bandung:	
			the half semester		Teen	
			through written		Rosdakarya.	
			exams and case		(3) Soetopo,	
			analysis		Hendayat and	
			assignments.		Wasty	
			_		Sumanto.	
			Scores are		1993.	
			averaged and		Curriculum	
			weighted (2))		Development	
			5.Summative tests		and	
			are carried out		Development.	
			simultaneously		Jakarta: Bumi	
			according to the		Aksara (4)	
			schedule. The		Reksoatmodjo	
			exam is carried		; Angkasa (6)	
			out in writing and		National Book	
			is given		Center.	
			weightage (3)		Guidelines for	
					Writing	
			Form of Assessment		Textbooks:	
			[:		Explanation of	
			Project Results		Quality	
			Assessment / Product		Standards for	
			Assessment		Indonesian	
					Language and	
					Literature	
					Books.	
					Jakarta:	
					Ministry of	
					National	
					Education.	
					Bumi Aksara	
					(8) Other	
					relevant	
					sources	
		1				

able to substance of the substance of th	7	Mastering the	able to	Critorio	looturo		Motorie!:	E0/
techniques (curriculum and is implementation.)  application of preparing third preparing third preparing third preparing third prepared to aspects of attitude. Introduction of application of the preparing third prepared third prepa	'							5%
curriculum and its implementation.  In the Education County of aspects of aspects of aspects of aspects of curriculum: toweldege and to all the education. The education of the				1.The assessments			•	
implementation.  In the Education (Will Levis CKTSP) and statuted (KTSP) and through (KTSP) and through (KTSP) are accessed through presentations and reports on the results of group discussions, and individual case study reports.  Values are averaged and weighted (3)  4. Subsummative tests are carried out to access all indicators during the hall semester from through written exempts (CTSP) and through written exempts (CTSP) and the statute (C				carried out on	3 X 50			
Unit Level Curriculum (KSSP) and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and leaves and reports on the results of group discussions, and reports on the results of group discussions, and weighted (3) 4. Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (3) 5. Summative tests are carried out sansing assignments. Scores are averaged and weighted (3) 5. Summative tests are carried out on access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (3) 5. Summative tests are carried out sansing the half semester through written exams and case analysis assignments. Scores are averaged and weighted (3) 5. Summative tests are carried out simultaneously according to the exams and case analysis assignments. Scores are averaged and weighted (3) 5. Summative tests are carried out simultaneously according to the schedule. The exams is carried out in writting and is given excellence for weightage (3) Form of Assessment  Froject Results Assessment / Product / Ass			the Education	aspects of				
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skills are as follows: application.  skills are as follows: 2 Participation during lectures through the practice of through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports.  Values are averaged and servant of the practice of through written easts are carried out to access all indicators during the half semester through written exams and case analysis assignments.  Scores are averaged and weighted (2)) 5. Summative tests are carried out on access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out on access all sassignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out on access all summative tests are carried out on access all summative tests are carried out of access and indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) 5. Summative tests are carried out simultaneously according to the schedule. The exams and case of the properties of the pro			Curriculum					
tollows:  2. Participation during lectures through observation (weight 2)  3. Assignments are accessed through presentations and accessed through presentations and accessed through presentations and accessed through presentations and accessed through discussions, and individual case study reports. Values are averaged and veighted (3)  4. Subsummative tests are carried out to access all indicators during the half semelar through written exams and case analysis assignments. Scores are averaged and weighted (3)  5. Scores are analysis and case analysis are carried out to access all indicators during the half semelar through written access all indicators during the half semelar and case analysis assignments. Scores are averaged and weighted (2)  5. Summative tests are carried through written access all indicators during access analysis assignments. Scores are averaged and weighted (2)  5. Summative tests are carried out access and access analysis and the access and access analysis according to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread to the access and access and access analysis are carried out. Scores are surread to the access and access analysis are carried out. Scores are surread access and access and access and access and access and access analysis are carried out. Scores are surread access and access an				ū				
2. Participation during lectures through classes through cheservation (weight 2). 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3). 4. Subsummative tests are carried out to access all indicators during the half semester through witten exams and case analysis assignments. Scores are averaged and weighted (2). 5. Summature tests are carried out simultaneously according to the schedule. The exam is carried out simultaneously according to the schedule. The exam is carried out in writing and is given weightage (3). Form of Assessment : Project Results Quality Standards for Indonesian of National Book Center. Guidelines for Writing Fersion and Lagracy of National Book Center. Guidelines for Writing Fersions. Buril Aksara (8) Other relevant fedevant in Ministry of National Education. Buril Aksara (8) Other relevant fedevant in Ministry of National Education. Buril Aksara (8) Other relevant in Education. Buril Aksara (8) Other relevant in Education.							Curriculum	
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8	UTS	UTS	Criteria: UTS Form of Assessment: Project Results Assessment / Product Assessment, Test	UTS 3 X 50	Refe (1) S Vien Curr and The Prac Edu Unit Curr	erial: UTS erences: Sanjana, Ina. 2008. riculum Learning: Ory and citice of cation Level riculum elopment	10%
					Pren Med (2)	arta: cana nada lia Group madinata, a odih.	
					Curr Deve Theo Prac Banc Teer Roso (3) S Hen	riculum elopment: ory and etice. dung: n dakarya. Soetopo, dayat and	
					1993 Curr Dev and Dev Jaka Aksa	nanto. 3. riculum elopment elopment. arta: Bumi ara (4)	
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					Indo Lang Liter Bool Jaka Mini: Natid Eduu Bum	nesian guage and rature ks. arta: stry of	
					relev sour	<i>v</i> ant	

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9	Mastering the 2013	Identify and	Criteria:	lectures,		Material:	5%
	local language	implement	1.The assessments	discussions,		curriculum	
	Mulok Elementary, Middle School and	KTSP 2013	carried out on	presentations		References:	
	High School		aspects of	3 X 50		(1) Sanjana,	
	Curriculum		attitude,			Vienna. 2008.	
			knowledge and			Curriculum	
			skills are as			and Learning:	
						Theory and	
			follows:			Practice of	
			2.Participation			Education	
			during lectures			Unit Level	
			through			Curriculum	
			observation			Development	
			(weight 2)			(KTSP.	
			<ol><li>Assignments are</li></ol>			Jakarta:	
			accessed through			Kencana	
			presentations and			Prenada	
			reports on the			Media Group	
			results of group			(2)	
			discussions, and			Sukmadinata,	
			individual case			Nana	
			study reports.			Syaodih.	
			Values are			1999.	
						Curriculum	
			averaged and			Development:	
			weighted (3)			Theory and	
			4.Subsummative			Practice.	
			tests are carried			Bandung:	
			out to access all			Teen	
			indicators during			Rosdakarya.	
			the half semester			(3) Soetopo,	
			through written			Hendayat and	
			exams and case			Wasty	
			analysis			Sumanto.	
			assignments.			1993.	
			Scores are			Curriculum	
			averaged and			Development	
			weighted (2))			and	
			5.Summative tests			Development.	
			are carried out			Jakarta: Bumi	
						Aksara (4)	
			simultaneously			Reksoatmodjo	
			according to the			; Angkasa (6)	
			schedule. The			National Book	
			exam is carried			Center.	
			out in writing and			Guidelines for	
			is given			Writing	
			weightage (3)			Textbooks:	
						Explanation of	
			Form of Assessment			Quality	
			1			Standards for	
			Portfolio Assessment			Indonesian	
						Language and	
						Literature	
						Books.	
						Jakarta:	
						Ministry of	
						National	
						Education.	
						Bumi Aksara	
						(8) Other	
						relevant	
						sources	
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10	Mastering the ABC Phase Regional	Identify and implement	Criteria:	lecture,	Material: 5%
	Language	KTSP 2013	1.The assessments	discussion	Mastering VTCP 2012
	Curriculum/CP	2020	carried out on	3 X 50	KTSP 2013
			aspects of		References:
			attitude,		(1) Sanjana,
			knowledge and		Vienna. 2008.
			skills are as		Curriculum
			follows:		and Learning:
			2.Participation		Theory and
			during lectures		Practice of
			through		Education
			ū		Unit Level
			observation		Curriculum
			(weight 2)		Development
			3.Assignments are		(KTSP.
			accessed through		Jakarta:
			presentations and		Kencana
			reports on the		Prenada
			results of group		Media Group
			discussions, and		(2)
			individual case		Sukmadinata,
			study reports.		Nana
			Values are		Syaodih.
					1999.
			averaged and		Curriculum
			weighted (3)		Development:
			4.Subsummative		Theory and
			tests are carried		Practice.
			out to access all		Bandung:
			indicators during		Teen
			the half semester		Rosdakarya.
			through written		(3) Soetopo,
			exams and case		Hendayat and
			analysis		Wasty
			assignments.		Sumanto.
			Scores are		1993.
					Curriculum
			averaged and		Development
			weighted (2))		and
			<ol><li>Summative tests</li></ol>		Development.
			are carried out		Jakarta: Bumi
			simultaneously		Aksara (4)
			according to the		Reksoatmodjo
			schedule. The		; Angkasa (6)
			exam is carried		National Book
			out in writing and		Center.
			is given		Guidelines for
i			weightage (3)		Writing
i			weightage (e)		Textbooks:
			Form of Assessment		Explanation of
			1:		Quality
			Project Results		Standards for
			Assessment / Product		Indonesian
			Assessment		Language and
					Literature
					Books.
					Jakarta:
					Ministry of
					National
					Education.
					Bumi Aksara
					(8) Other
,					relevant
	i		1	i 1	sources

				I		
11	Mastering Phase D	Identify and	Criteria:	lectures,	Material:	5%
	Regional Language	implement	1.The assessments	discussions,	Mastering	
	Curriculum/CP	KTSP 2013	carried out on	presentations	KTSP 2013	
			aspects of	3 X 50	References:	
			attitude,		(1) Sanjana,	
			knowledge and		Vienna. 2008.	
					Curriculum	
			skills are as		and Learning:	
			follows:		Theory and	
			2.Participation		Practice of	
			during lectures		Education	
			through		Unit Level	
			observation		Curriculum	
			(weight 2)		Development	
			3.Assignments are		(KTSP.	
			accessed through		Jakarta:	
			presentations and		Kencana	
			reports on the		Prenada	
			results of group		Media Group	
1			discussions, and		(2)	
1			individual case		Sukmadinata,	
1			study reports.		Nana	
1			Values are		Syaodih.	
			averaged and		1999.	
					Curriculum	
			weighted (3)		Development:	
			4.Subsummative		Theory and	
			tests are carried		Practice.	
			out to access all		Bandung:	
			indicators during		Teen	
			the half semester		Rosdakarya.	
			through written		(3) Soetopo,	
			exams and case		Hendayat and	
			analysis		Wasty	
			•		Sumanto.	
			assignments.		1993.	
			Scores are		Curriculum	
			averaged and		Development	
			weighted (2))		and	
			<ol><li>Summative tests</li></ol>			
			are carried out		Development.	
			simultaneously		Jakarta: Bumi	
			according to the		Aksara (4)	
1			schedule. The		Reksoatmodjo	
1					; Angkasa (6)	
			exam is carried		National Book	
			out in writing and		Center.	
1			is given		Guidelines for	
1			weightage (3)		Writing	
					Textbooks:	
1			Form of Assessment		Explanation of	
			:		Quality	
1			Project Results		Standards for	
			Assessment / Product		Indonesian	
			Assessment		Language and	
					Literature	
					Books.	
					Jakarta:	
					Ministry of	
					National	
					Education.	
					Bumi Aksara	
					(8) Other	
			1	I I	relevant	
]					sources	

12	Mastering Phase E	Masterina	Critorio	LECTURE	Matarial	E04
12	Regional Language	Mastering Mulok K2013	Criteria:	LECTURE, DISCUSSION	Material: Mastering	5%
	Curriculum/CP	Middle School	1.Assessment	3 X 50	Mulok K2013	
		Regional	criteria	3 X 30	Middle School	
		Language	2.The assessments		Regional	
			carried out on		Languages	
			aspects of		References:	
			attitude,		(1) Sanjana,	
			knowledge and		Vienna. 2008.	
			skills are as		Curriculum	
			follows:		and Learning:	
			3.Participation		Theory and	
			during lectures		Practice of	
			through		Education	
			observation		Unit Level	
			(weight 2)		Curriculum	
			<ol><li>Assignments are</li></ol>		Development	
			accessed through		(KTSP.	
			presentations and		Jakarta:	
			reports on the		Kencana	
			results of group		Prenada	
			discussions, and		Media Group	
			individual case		(2)	
			study reports.		Sukmadinata,	
			Values are		Nana	
			averaged and		Syaodih.	
			weighted (3)		1999.	
			5.Subsummative		Curriculum	
			tests are carried		Development:	
			out to access all		Theory and	
					Practice.	
			indicators during		Bandung:   Teen	
			the half semester		Rosdakarya.	
			through written		(3) Soetopo,	
			exams and case		Hendayat and	
			analysis		Wasty	
			assignments.		Sumanto.	
			Scores are		1993.	
			averaged and		Curriculum	
			weighted (2))		Development	
			<ol><li>Summative tests</li></ol>		and	
			are carried out		Development.	
			simultaneously		Jakarta: Bumi	
			according to the		Aksara (4)	
			schedule. The		Reksoatmodjo	
			exam is carried		; Angkasa (6)	
			out in writing and		National Book	
			is given		Center.	
			weightage (3)		Guidelines for	
					Writing	
			Form of Assessment		Textbooks:	
			:		Explanation of	
			Project Results		Quality	
			Assessment / Product		Standards for	
			Assessment		Indonesian	
					Language and	
					Literature	
					Books.	
					Jakarta:	
					Ministry of	
					National	
					Education.	
					Bumi Aksara	
					(8) Other	
					relevant	
				i	sources	i

Mastering the Milot & K2013 and Midel & School Phase F  Phase P  Phase F  Phase P  Phase F  Phase P  Phase F  Phase P  Phase P  Phase F  Phase P  P	
Regional Language Unriculum/CP Phase F  Assessment Curriculum Assessment Criteria Carried out on aspects of attitude, knowledge and skills are as follows: 3. Participation during lectures through observation (weight 2) 4. Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 5. Subsummative tests are carried out to access all indicators during the hale semester through written exams and case averaged and weighted (2) 6. Summative tests are carried out simultaneously according to the schedule, The exam is carried out in writing and is given weightage (3) Form of Assessment Froject Results Assessment  Assessment  Inaguage References: (1) Sarjana, Vienna. 2008. (3) Sarjana, Vienna. 2008. (3) Form of Assessment curriculum (4) Sarjana, Vienna. 2008. (4) Curriculum (4) Development (5) Subsummative (5) Subsummative (6) Sarjana (6) Sarjana (7) Theory and (7) Frenche of (7) Frenche of (7) Frenche of (7) Frenche of (7) Sarjana (7) Curriculum (7) Development (7) Subsummative	5%
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relevant					1		
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15	Analyze the AF Phase curriculum	Mastering Mulok K 2013 High School Regional Language	Criteria:  1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:  2.Participation during lectures through observation (weight 2)  3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)  4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis	discussion, lecture 3 X 50	Material: Mastering Mulok K 2013 Regional High School Language Library: (1) Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. Curriculum Development: Theory and Practice. Bandung: Teen Rosdakarya.
			assignments. Scores are averaged and weighted (2)) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and is given weightage (3) Form of Assessment		(3) Soetopo, Hendayat and Wasty Sumanto. 1993. Curriculum Development and Development. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. Guidelines for Writing
			Project Results Assessment / Product Assessment		Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources

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sources	16	UAS	meeting	Mastering meeting material 1-15 well  Form of Assessment: Project Results Assessment / Product	write	Literature: (1) Sanjana, Vienna. 2008. Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. Curriculum Development: Theory and Practice. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. Curriculum Development and Development Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books. Jakarta: Ministry of National Education. Bumi Aksara (8) Other	

Evaluation Percentage Recap: Project Based Learning

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No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	65%
3.	Portfolio Assessment	5%
4.	Test	15%
		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
- 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.
- 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.
- 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
- $10. \ \textbf{Learning materials} \ \text{are details or descriptions of study materials which can be presented in the form of several main}$
- 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.