



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
School Curriculum	8820202186		T=2	P=0	ECTS=3.18	3	July 17, 2024																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Dr. Octo Dendy Andriyanto, M.Pd.		Prof. Dr. Udjang Pairin, M.Pd.			Latif Nur Hasan, S.Pd., M.Pd.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-3	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																																																																																																									
	PLO-6	Mastering the theoretical concepts of learning Javanese by utilizing information technology;																																																																																																									
	PLO-11	Able to apply Javanese language learning theory by utilizing information technology;																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Utilizing science and technology to obtain, collect and process various data about the nature and components of the curriculum, curriculum competencies and curriculum analysis in order to solve problems in the Javanese language and literature learning curriculum.																																																																																																									
	PO - 2	Master theoretical concepts regarding approaches, models, methods and curriculum analysis techniques, and be able to formulate solutions to various Javanese language and literature learning curriculum problems. procedurally.																																																																																																									
	PO - 3	Make strategic decisions based on information and data analysis, and provide guidance in selecting various alternative solutions in resolving and resolving problems in the Javanese language and literature learning curriculum.																																																																																																									
	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.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-3</th> <th style="width: 15%;">PLO-6</th> <th style="width: 15%;">PLO-11</th> <th colspan="4"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td>✓</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td>✓</td> <td colspan="4"></td> </tr> </tbody> </table>						P.O	PLO-3	PLO-6	PLO-11					PO-1	✓							PO-2		✓						PO-3		✓	✓					PO-4	✓		✓																																																																
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	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 15%;">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> </thead> <tbody> <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> <tr> <td>PO-4</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> </tbody> </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																	PO-4																
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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	Mastering the philosophical and psychological foundations in curriculum development.	Able to master the philosophical and psychological foundations in curriculum development.	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Participatory Activities</p>	discussion lecture 3 X 50		<p>Material: philosophical and psychological foundations in curriculum development.</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. (8) Other relevant sources</p>	5%
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2	Mastering the philosophical and psychological foundations in curriculum development.	Able to master the philosophical and psychological foundations in curriculum development.	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Participatory Activities</p>	lecture, discussion 3 X 50		<p>Material: philosophical and psychological foundations in curriculum development.</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. (8) Other relevant sources</p>	5%
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3	Mastering the socio-cultural foundations and development of science and technology in curriculum development.	Able to master the socio-cultural foundations and developments in science and technology in curriculum development.	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Participatory Activities</p>	discussion, lecture 3 X 50		<p>Material: Socio-cultural foundations and the development of science and technology in curriculum development.</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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4	Mastering various curriculum development models	Able to master various curriculum development models	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, lecture 3 X 50		<p>Material: curriculum development model</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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5	Mastering various curriculum development models and policies	able to master various curriculum development models and school curriculum development policies	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, lecture 3 X 50		<p>Material: curriculum development model</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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6	Mastering various characteristics of regional language curriculum	Identify and analyze various Javanese language curriculum developments	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, lecture 3 X 50		<p>Material: curriculum development in Indonesia</p> <p>References:</p> <ol style="list-style-type: none"> (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources 	5%
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7	Mastering the substance of the 2013 Mulok curriculum and its implementation.	able to master the techniques for preparing the Education Unit Level Curriculum (KTSP) and its application.	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lecture, discussion 3 X 50		<p>Material: techniques for preparing Library Curriculum:</p> <ol style="list-style-type: none"> (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources 	5%
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8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Test</p>	UTS 3 X 50		<p>Material: UTS</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group</p> <p>(2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya.</p> <p>(3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara</p> <p>(4) Reksoatmodjo ; Angkasa</p> <p>(6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara</p> <p>(8) Other relevant sources</p>	10%
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9	Mastering the 2013 local language Mulok Elementary, Middle School and High School Curriculum	Identify and implement KTSP 2013	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Portfolio Assessment</p>	lectures, discussions, presentations 3 X 50		<p>Material: curriculum</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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10	Mastering the ABC Phase Regional Language Curriculum/CP	Identify and implement KTSP 2013	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lecture, discussion 3 X 50		<p>Material: Mastering KTSP 2013</p> <p>References:</p> <ol style="list-style-type: none"> (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources 	5%
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11	Mastering Phase D Regional Language Curriculum/CP	Identify and implement KTSP 2013	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	lectures, discussions, presentations 3 X 50		<p>Material: Mastering KTSP 2013</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP.</i> Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice.</i> Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development.</i> Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books.</i> Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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12	Mastering Phase E Regional Language Curriculum/CP	Mastering Mulok K2013 Middle School Regional Language	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment criteria 2. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 3. Participation during lectures through observation (weight 2) 4. Assignments are assessed 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 half semester through written exams and case analysis assignments. Scores are 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) <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	LECTURE, DISCUSSION 3 X 50		<p>Material: Mastering Mulok K2013 Middle School Regional Languages</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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13	Mastering the Regional Language Curriculum/CP Phase F	Mastering Mulok K2013 Middle School Regional Language	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Assessment criteria 2. The assessments 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 half semester through written exams and case analysis assignments. Scores are 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) <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	LECTURE, DISCUSSION 3 X 50		<p>Material: Mulok k2013 Middle School Regional Languages</p> <p>References: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group</p> <p>(2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya.</p> <p>(3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara</p> <p>(4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara</p> <p>(8) Other relevant sources</p>	5%
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14	Analyze the AF Phase curriculum	Mastering Mulok K 2013 High School Regional Language	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, lecture 3 X 50		<p>Material: Mulok K 2013 Regional High School Language Library: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP.</i> Jakarta: <i>Kencana Prenada Media Group</i> (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice.</i> Bandung: <i>Teen Rosdakarya.</i> (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development.</i> Jakarta: <i>Bumi Aksara</i> (4) Reksoatmodjo ; Angkasa (6) <i>National Book Center.</i> <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books.</i> Jakarta: <i>Ministry of National Education.</i> <i>Bumi Aksara</i> (8) Other relevant sources</p>	5%
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15	Analyze the AF Phase curriculum	Mastering Mulok K 2013 High School Regional Language	<p>Criteria:</p> <ol style="list-style-type: none"> 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) <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion, lecture 3 X 50		<p>Material: Mastering Mulok K 2013 Regional High School Language Library: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP)</i>. Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice</i>. Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development</i>. Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books</i>. Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources</p>	5%
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16	UAS	Mastering meeting material 1-15	Criteria: Mastering meeting material 1-15 well Form of Assessment : Project Results Assessment / Product Assessment, Test	write		Material: UAS Literature: (1) Sanjana, Vienna. 2008. <i>Curriculum and Learning: Theory and Practice of Education Unit Level Curriculum Development (KTSP.</i> Jakarta: Kencana Prenada Media Group (2) Sukmadinata, Nana Syaodih. 1999. <i>Curriculum Development: Theory and Practice.</i> Bandung: Teen Rosdakarya. (3) Soetopo, Hendayat and Wasty Sumanto. 1993. <i>Curriculum Development and Development.</i> Jakarta: Bumi Aksara (4) Reksoatmodjo ; Angkasa (6) National Book Center. <i>Guidelines for Writing Textbooks: Explanation of Quality Standards for Indonesian Language and Literature Books.</i> Jakarta: Ministry of National Education. Bumi Aksara (8) Other relevant sources	20%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15%
2.	Project Results Assessment / Product Assessment	65%
3.	Portfolio Assessment	5%
4.	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.

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.