



**Universitas Negeri Surabaya
Vocational Faculty,
D4 Informatics Management Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Prac. Basic Programming	57401020968		T=0 P=0 ECTS=0	1	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dodik Arwin Dermawan, S.ST., S.T., M.T.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>					P.O																																
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Short Course Description	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	<p>Main :</p> <ol style="list-style-type: none"> 1. Ekohariadi, Qoiriah, A. 2007. Bahasa Pemrograman C . Unipress UNESA. 2. Jeri R. Hanly and Eliot B. Koffman. 2002. Problem Solving and Program Design in C. Addison Wesley Publishing. 3. Barton, John J., Nackman, Lee R. 1994. Scientific and Engineering C : an introduction with advanced techniques and examples . Addison Wesley Longman, Inc. 4. The Waite Groups. 1992. C Programming , Second Edition. SAMS a division of Prentice Hall Computer Publishing. 5. Kadir, A dan Heriyanto. 2005. Algoritma Pemrograman Menggunakan C . Yogyakarta: Penerbit Andi. 6. Pranata, A. 2005. Algoritma dan Pemrograman . Yogyakarta: Penerbit Graha Ilmu. 7. Liberty, J., Rao, S., Jones, B. 2008. Sams teach yourself C in one hour a day . Sams. <p>Supporters:</p>																																					
Supporting lecturer	Dodik Arwin Dermawan, S.ST., S.T., M.T. Andi Iwan Nurhidayat, S.Kom., M.T. Paramitha Nerisafitra, S.ST., M.Kom.																																					
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	Students are able to apply algorithms and flowcharts in problem solving	Explaining the basic concepts of algorithms Identifying flowchart notations Applying algorithms and flowcharts to solve problems	Criteria: Assessment rubric (attached)	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation, Practicum 1 X 50			0%
2	Students are able to explain the writing structure of the C programming language	Identify the types of data types Explain the rules for defining identifiers Identify the differences between variables and constants Identify the types of operators Explain the priority of arithmetic operators	Criteria: Assessment rubric (attached)	Approach: Scientific Model: Cooperative Method: Discussion, Presentation, Practical 1 X 50			0%
3	Students are able to apply input and output functions in making programs	1. Identify the types of input and output functions 2. Implement input and output functions in the program	Criteria: Assessment rubric	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation, 1 X 50			0%
4	Students are able to create programs with the branching concept	1. Identify differences in conditions and actions 2. Explain single, compound and multilevel branching 3. Explaining branching using case selection 4. Implement the concept of branching into the program	Criteria: Assessment rubric	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation 1 X 50			0%
5	Students are able to create programs with the branching concept	1. Identify differences in conditions and actions 2. Explain single, compound and multilevel branching 3. Explaining branching using case selection 4. Implement the concept of branching into the program	Criteria: Assessment rubric	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation, Practicum 1 X 50			0%

6	Students are able to create programs with the concept of repetition	1. Identify types of repetition 2. Explain the loop structure 3. Apply the concept of repetition to the program	Criteria: Assessment rubric	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation, Practicum 1 X 50			0%
7	Students are able to create programs with the concept of repetition	1. Identify types of repetition 2. Explain the loop structure 3. Apply the concept of repetition to the program	Criteria: Assessment rubric	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation, Practicum 1 X 50			0%
8	Midterm exam			1 X 50			0%
9	Students are able to create programs using array concepts	1. Explain the definition of an array 2. Identify types of arrays 3. Explains how to declare each array 4. Implementing arrays in programs	Criteria: Assessment rubric	Approach: Scientific Model: Problem-based learning Method: Discussion, Presentation, Practicum 1 X 50			0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.
- 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.

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.