



**Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Public Administration Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Indonesian	xx10000020033		T=0 P=0 ECTS=0	4	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Dr. Weni Rosdiana, S.Sos., M.AP.																																	
Learning model	Case Studies																																					
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%;">P.O</td> <td colspan="15"></td> </tr> </table>					P.O																															
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	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <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	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Discussion of (1) history, position and function of Indonesian (2) critical reading (3) characteristics of scientific Indonesian (4) EyD (5) scientific work (6) proposal writing (7) articles and papers (8) editing (9) citation and reference list, and (10) presentation. The methods used are lectures, discussions, projects and case studies.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Tim. 2015. Menulis Ilmiah: Buku Ajar MPK Bahasa Indonesia. Surabaya: Unesa Press. 2. Ahmadi, Anas. 2015. Psikologi Menulis. Yogyakarta: Ombak. 3. Alwi, Hasan,dkk. 2003a. TBBBI. Jakarta: BP. 4. _____. 2003b. PUPI. Jakarta: BP. 5. Permen 49. 2009. EyD. Jakarta. 6. Sugono, Dendy, dkk. 2003a. Pengindonesiaan Istilah Asing dalam Bahasa Indonesia. Jakarta: PB. 7. Axelrod, R.B. & Cooper, C.R. 2010. Guide to Writing. Benfork: Boston. 																																					
	Supporters:																																					
Supporting lecturer	SRI HARIANI Drs. Parmin, M.Hum. Arie Yuanita, S.S., M.Si.																																					
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	Understanding the history, function and position of Indonesian. Applying the basics of history, function and position of the Indonesian language	Explain the history, position and function of the Indonesian language		Discussion 2 X 50			0%
2	· Utilizing science and technology as a tool to help solve problems in Indonesian related to critical reading · Applying the basics of critical reading · Making strategic decisions based on data and information and providing ideas for choosing various alternative solutions in Indonesian	· Understand critical reading techniques · Utilize the internet to search for data sources · Analyze data from the internet using critical reading techniques		Performance Assignment (product) 2 X 50			0%
3	· Utilizing science and technology as a tool to help solve problems in Indonesian related to critical reading · Applying the basics of critical reading · Making strategic decisions based on data and information and providing ideas for choosing various alternative solutions in Indonesian	· Understand critical reading techniques · Utilize the internet to search for data sources · Analyze data from the internet using critical reading techniques		Performance Assignment (product) 2 X 50			0%
4	· Utilizing science and technology as a tool to help understand the characteristics of scientific Indonesian · Mastering the concept of characteristics of scientific Indonesian · Being able to write Indonesian using b Indonesian scientific characteristics	Determine the characteristics of good and correct Indonesian		Performance and Product Assessment 2 X 50			0%
5	· Utilizing science and technology as a tool to help understand the characteristics of scientific Indonesian · Mastering the concept of characteristics of scientific Indonesian · Being able to write Indonesian using b Indonesian scientific characteristics	Determine the characteristics of good and correct Indonesian		Performance and Product Assessment 2 X 50			0%
6	· Utilizing science and technology as a tool to help understand scientific writing · Mastering the concept of scientific writing techniques	Explain the characteristics of scientific work		Product assessment 2 X 50			0%
7	Utilizing science and technology as a tool to help understand scientific writing. Mastering the concept of techniques for writing scientific papers	Explain the characteristics of scientific work		Product assessment 2 X 50			0%
8	UTS			Written test 2 X 50			0%

9	<ul style="list-style-type: none"> · Understand proposal writing · Master the concept of techniques for writing activity proposals and research proposals · Able to be responsible for research/activity reports made independently/in groups 	Explain research proposals and activity proposals		Product assessment 2 X 50			0%
10	<ul style="list-style-type: none"> · Understand proposal writing · Master the concept of techniques for writing activity proposals and research proposals · Able to be responsible for research/activity reports made independently/in groups 	Explain research proposals and activity proposals		Product assessment 2 X 50			0%
11	<ul style="list-style-type: none"> · Utilizing science and technology as a tool to help understand research proposals · Mastering the concept of editing techniques · Able to be responsible for the results of edits made independently/in a group 	Explain editing techniques		Performance assessment 2 X 50			0%
12	<ul style="list-style-type: none"> · Utilizing science and technology as a tool to help understand research proposals · Mastering the concept of editing techniques · Able to be responsible for the results of edits made independently/in a group 	Explain editing techniques		Performance assessment 2 X 50			0%
13	<ul style="list-style-type: none"> · Utilizing science and technology as a tool to help understand research proposals · Mastering the concept of editing techniques · Able to be responsible for the results of edits made independently/in a group 	Explain editing techniques		Performance assessment 2 X 50			0%
14	<ul style="list-style-type: none"> · Utilizing science and technology as a tool to help understand presentation and speech techniques · Mastering the concept of appropriate presentation and speech techniques · Able to be responsible for presenting/speaking independently/in a group 	Explain presentation concepts and speech techniques		Performance assessment 2 X 50			0%

15	· Utilizing science and technology as a tool to help understand presentation and speech techniques · Mastering the concept of appropriate presentation and speech techniques · Able to be responsible for presenting/speaking independently/in a group	Explain presentation concepts and speech techniques		Performance assessment 2 X 50			0%
16	· Utilizing science and technology as a tool to help understand presentation and speech techniques · Mastering the concept of appropriate presentation and speech techniques · Able to be responsible for presenting/speaking independently/in a group	Explain presentation concepts and speech techniques		Performance assessment 2 X 50			0%

Evaluation Percentage Recap: Case Study

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.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.