



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S1 Sastra Inggris (Kampus Kabupaten Magetan)**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																																					
Academic Writing for Research Purposes	7922104070		T=4 P=0 ECTS=6.36	4	11 April 2025																																																																																																					
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																																					
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<b>Model Pembelajaran</b>	Case Study																																																																																																									
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																									
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																									
	<b>CPMK - 1</b>	Being able to understand the principles of academic writing																																																																																																								
	<b>CPMK - 2</b>	Being able to write an essay based on a preferred topic related to the final assignment for undergraduate level																																																																																																								
	<b>CPMK - 3</b>	Being able to compose texts on the preferred topic using appropriate language and mechanics																																																																																																								
	<b>CPMK - 4</b>	Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations.																																																																																																								
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		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table>	CPMK	CPMK-1	CPMK-2	CPMK-3	CPMK-4																																																																																																			
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<b>Deskripsi Singkat MK</b>	This course is designed to improve students' academic writing skills. It covers different aspects of academic writing such as critical thinking, research skills, citation and referencing, academic language, and reflective practice.																																																																																																									
<b>Pustaka</b>	<b>Utama :</b>																																																																																																									
		<ol style="list-style-type: none"> <li>1. Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</li> <li>2. Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</li> <li>3. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St</li> <li>4. Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman</li> </ol>																																																																																																								
	<b>Pendukung :</b>																																																																																																									

	1. Journals 2. Mendeley Reference Manager						
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1. Being able to differentiate academic writing from other types of writing 2. Being able to use appropriate grammar and vocabulary	Complete a worksheet on identifying the characteristics of academic writing and differentiation academic writing from other types using correct grammar	<b>Kriteria:</b> Answer 20 multiple choice questions. Each question is worth 5 points.  <b>Bentuk Penilaian :</b> Tes	Offline 2 X 50	2 X 50	<b>Materi:</b> Academic writing definition <b>Pustaka:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i>	5%
2	1. Being able to differentiate academic writing from other types of writing 2. Being able to use appropriate grammar and vocabulary	Complete a worksheet on identifying the characteristics of academic writing and differentiation academic writing from other types using correct grammar	<b>Kriteria:</b> Answer 20 multiple choice questions. Each question is worth 5 points.  <b>Bentuk Penilaian :</b> Tes	Discussion Individual assignment 2 X 50	Discussion Individual assignment 2 X 50	<b>Materi:</b> Academic writing definition <b>Pustaka:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i>	5%
3	Being able to practice self-reflection and identify areas for improvement in their own writing	Complete reflective notes on student's writing skill development	<b>Kriteria:</b> 1. Depth of Reflection (1-4) 2. Connection to Experience (1-4) 3. Grammar and mechanics (1-4)  <b>Bentuk Penilaian :</b> Penilaian Portofolio	Individual assignment 2 X 50	Individual assignment	<b>Materi:</b> identify argumentation <b>Pustaka:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i>	5%
4	1. Being able to identify and evaluate arguments 2. Being able to use appropriate grammar and vocabulary	Answer worksheet in evaluating arguments, avoiding fallacies in reasoning, and defining critical thinking	<b>Kriteria:</b> Answer multiple choice questions.  <b>Bentuk Penilaian :</b> Tes	Demonstration Discussion Lecturing Question-Answer Exercises 2 X 50	Demonstration Discussion Lecturing Question-Answer Exercises	<b>Materi:</b> Identifying arguments <b>Pustaka:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i>	5%
5	1. Being able to identify and evaluate arguments 2. Being able to use appropriate grammar and vocabulary	Answer worksheet in evaluating arguments, avoiding fallacies in reasoning, and defining critical thinking	<b>Kriteria:</b> Answer multiple choice questions.  <b>Bentuk Penilaian :</b> Tes	Demonstration Discussion Lecturing Question-Answer Exercises 2 X 50	Demonstration Discussion Lecturing Question-Answer Exercises	<b>Materi:</b> Identifying arguments <b>Pustaka:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i>	5%

6	Being able to evaluate the credibility and reliability of sources	Classify different types of sources, evaluate the credibility and reliability of sources	<b>Kriteria:</b> being able to answer the questions given in the classroom  <b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja	Discussion Individual assignment 2 X 50	Discussion Individual assignment	<b>Materi:</b> Identifying sources <b>Pustaka:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i>  <b>Materi:</b> Using mendeley <b>Pustaka:</b> <i>Mendeley Reference Manager</i>	5%
7	Being able to quote, paraphrase, and summarize credible sources	creating quote, paraphrase, and summarize credible sources	<b>Kriteria:</b> 5  <b>Bentuk Penilaian :</b> Penilaian Portofolio	Discussion Individual assignment 2 X 50	Discussion Individual assignment 2 X 50	<b>Materi:</b> how to create quote, paraphrase, and summarize credible sources <b>Pustaka:</b> <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St</i>	10%
8	Being able to practice self-reflection and identify areas for improvement in their own writing	Complete reflective notes on student's writing skill development	<b>Kriteria:</b> 1.Depth of Reflection (1-4) 2.Connection to Experience (1-4) 3.Grammar and mechanics (1-4)  <b>Bentuk Penilaian :</b> Penilaian Portofolio	Individual assignment 2 X 50	Individual assignment	<b>Materi:</b> creating their own writing <b>Pustaka:</b> <i>Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman</i>	2%

9	<p>1. Being able to use appropriate citation and referencing in academic writing</p> <p>2. Being able to propose a particular topic that is feasible to be researched supported by sufficient references</p>	<p>1. Compile a list of references from various sources</p> <p>2. Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Content with Title and Theme (1-4)</li> <li>2. Accuracy of Writing Procedure (1-4)</li> <li>3. Depth/Clarity of Content (1-4)</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>The lesson is conducted synchronously with the following steps:</p> <ol style="list-style-type: none"> <li>1. Determining fundamental questions: understanding the basic concept of AB</li> <li>2. Project planning: understanding the procedure of creating AB and grouping</li> <li>3. Scheduling: creating a project timeline</li> <li>4. Monitoring: monitoring students participation and AB development, providing input if necessary.</li> </ol> <p>2 X 50</p>	<p>After watching a video on introduction to AB, the lesson is conducted asynchronously with the following steps:</p> <ol style="list-style-type: none"> <li>1. Determining fundamental questions: understanding the basic concept of AB</li> <li>2. Project planning: understanding the procedure of creating AB and grouping</li> <li>3. Scheduling: creating a project timeline</li> <li>4. Monitoring: monitoring students participation and AB development, providing input if necessary.</li> </ol> <p>2 X 50</p>	<p><b>Materi:</b> Using Mendeley</p> <p><b>Pustaka:</b> <i>Mendeley Reference Manager</i></p>	10%
10	<p>Being able to propose a particular topic that is feasible to be researched supported by sufficient references</p>	<p>Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Content with Title and Theme (1-4)</li> <li>2. Accuracy of Writing Procedure (1-4)</li> <li>3. Depth/Clarity of Content (1-4)</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>The lesson is conducted synchronously with the following steps:</p> <ol style="list-style-type: none"> <li>1. Determining fundamental questions: understanding the basic concept of AB</li> <li>2. Project planning: understanding the procedure of creating AB and grouping</li> <li>3. Scheduling: creating a project timeline</li> <li>4. Monitoring: monitoring students participation and AB development, providing input if necessary.</li> </ol> <p>2 X 50</p>	<p>After watching a video on introduction to AB, the lesson is conducted asynchronously with the following steps:</p> <ol style="list-style-type: none"> <li>1. Determining fundamental questions: understanding the basic concept of AB</li> <li>2. Project planning: understanding the procedure of creating AB and grouping</li> <li>3. Scheduling: creating a project timeline</li> <li>4. Monitoring: monitoring students participation and AB development, providing input if necessary.</li> </ol> <p>2 X 50</p>	<p><b>Materi:</b> Using Mendeley</p> <p><b>Pustaka:</b> <i>Mendeley Reference Manager</i></p> <hr/> <p><b>Materi:</b> Bibliography</p> <p><b>Pustaka:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i></p> <hr/> <p><b>Materi:</b> Bibliography</p> <p><b>Pustaka:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i></p>	5%

11	Being able to propose a particular topic that is feasible to be researched supported by sufficient references	Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Content with Title and Theme (1-4)</li> <li>2.Accuracy of Writing Procedure (1-4)</li> <li>3.Depth/Clarity of Content (1-4)</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	The lesson is conducted synchronously with the following steps: 1. Monitoring: monitoring student's participation and AB development, providing input if necessary. 2. Testing: discussing AB drafts, measuring standard achievements, creating a presentation. 3. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	The lesson is conducted asynchronously with the following steps: 4. Monitoring: monitoring students participation and AB development, providing input if necessary. 5. Testing: discussing AB drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	<p><b>Materi:</b> Using Mendeley <b>Pustaka:</b> <i>Mendeley Reference Manager</i></p> <hr/> <p><b>Materi:</b> Bibliography <b>Pustaka:</b> <i>Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )</i></p> <hr/> <p><b>Materi:</b> Bibliography <b>Pustaka:</b> <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press</i></p>	5%
12	Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Relevant Content with Title and Theme (1-4)</li> <li>2.using fluent and logical sequencing and development )1-4)</li> <li>3.Mastery of convention and mechanics (1-4)</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating article. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring students participation and article development, providing input if necessary. 2 X 50	The lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating article. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring students participation and article development, providing input if necessary. 2 X 50	<p><b>Materi:</b> relevant journals <b>Pustaka:</b> <i>Journals</i></p>	3%

13	Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics	<b>Kriteria:</b> 1.Content with Title and Theme (1-4) 2.Accuracy of Writing Procedure (1-4) 3.Depth/Clarity of Content (1-4) 4.Appropriate mechanics used (1-4)  <b>Bentuk Penilaian :</b> Penilaian Portofolio	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating article. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring students participation and article development, providing input if necessary. 2 X 50	The lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating article. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring students participation and article development, providing input if necessary. 2 X 50	<b>Materi:</b> relevant journals <b>Pustaka:</b> <i>Journals</i>	5%
14	Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics	<b>Kriteria:</b> 1.Content with Title and Theme (1-4) 2.Accuracy of Writing Procedure (1-4) 3.Depth/Clarity of Content (1-4) 4.Using appropriate mechanics (1-4)  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	The lesson is conducted synchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating article. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring students participation and article development, providing input if necessary. 2 X 50	The lesson is conducted asynchronously with the following steps: 1. Determining fundamental questions: understanding the basic concept of academic article. 2. Project planning: understanding the procedure of creating article. 3. Scheduling: creating a project timeline 4. Monitoring: monitoring students participation and article development, providing input if necessary. 2 X 50	<b>Materi:</b> relevant journals <b>Pustaka:</b> <i>Journals</i>	10%

15	Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics	<b>Kriteria:</b> 1.Content with Title and Theme (1-4) 2.Accuracy of Writing Procedure (1-4) 3.Depth/Clarity of Content (1-4) 4.Appropriate mechanics (1-4)  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	<b>Materi:</b> relevant journals <b>Pustaka:</b> <i>Journals</i>	10%
16	Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics	Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics	<b>Kriteria:</b> 1.Content with Title and Theme (1-4) 2.Accuracy of Writing Procedure (1-4) 3.Depth/Clarity of Content (1-4) 4.Appropriate mechanics (1-4)  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	The lesson is conducted synchronously with the following steps: 4. Monitoring: monitoring student's participation and article development, providing input if necessary. 5. Testing: discussing article drafts, measuring standard achievements, creating a presentation. 6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning. 2 X 50	<b>Materi:</b> relevant journals <b>Pustaka:</b> <i>Journals</i>	10%

#### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	53%
2.	Penilaian Portofolio	22%
3.	Praktik / Unjuk Kerja	5%
4.	Tes	20%
		100%

#### Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.

2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proporsional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 15 Oktober 2024

Koordinator Program Studi S1  
Sastra Inggris (Kampus  
Kabupaten Magetan)



Lisetyo Ariyanti, S.S., M.Pd.  
NIDN 0024048105

UPM Program Studi S1 Sastra  
Inggris (Kampus Kabupaten  
Magetan)



Lisetyo Ariyanti, S.S., M.Pd.  
NIDN 0024048105



File PDF ini digenerate pada tanggal 11 April 2025 Jam 07:14 menggunakan aplikasi RPS-OBE SiDia Unesa