



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program Drama Arts, Dance and Music Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Arts and Culture Learning Tools	8820903278		T=3	P=0	ECTS=4.77	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Welly Suryandoko, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
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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 rowspan="2" style="width: 30px; height: 30px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">P.O</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>		Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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The study of learning planning is carried out through explaining concepts and presenting operational examples in the form of learning tools. The study activity ended with an exercise in compiling learning tools for Arts and Culture subjects for Middle/Senior High Schools according to the student's arts field.

References	Main :
	<ol style="list-style-type: none"> 1. Trisakti, Setyo Yanuartitu. Perencanaan Pembelajaran Seni Budaya, Surabaya: Unipress 2. Drs. Wina Sanjaya, M.Pd. 2008. Perencanaan dan Desain Sistem Pembelajaran. Jakarta: Kencana 3. Abdul Majid. 2005. Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru. Bandung: PT Remaja Rosdakarya 4. Trianto, S.Pd., M.Pd. 2008. Mendesain Pembelajaran Kontektual. Jakarta: Publisier 5. Prof. Dr. Oemar Hamalik. 2008. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem. Jakarta: PT. Bumi Aksara 6. Dr. H.Nana Sudjana. 2005. Pembinaan dan pengembangan Kurikulum di Sekolah. Bandung: Sinar Baru Algesindo. 7. Dr. E. Mulyasa, M.Pd. 2007. Kurikulum Tingkat Satuan Pendidikan. Bandung: PT. Rosdakarya. 8. Prof. Dr. H.. E. Mulyasa, M.Pd. Implementasi Kurikulum Tingkat Satuan Pendidikan Kemandirian Guru dan Kepala Sekolah. Jakarta: Bumi Aksara 9. Mansur Muslich. 2008. KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual. Jakarta: Bumi Aksara 10. Permendiknas dan Permendikbud tentang kurikulum
	Supporters:

Supporting lecturer Dr. Welly Suryandoko, S.Pd., M.Pd.

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 nature of learning device development (PPP)	1. Explain the meaning of learning planning 2. Explain the benefits and functions of learning planning 3. Explain the criteria for preparing learning plans	Criteria: Accuracy of answers	Lecture method, question and answer and discussion 3 X 50			0%
2	Develop a learning planning program	1. Prepare an annual program plan 2. Develop a semester program plan 3. Develop a learning implementation plan	Criteria: Accuracy of format and elaboration of planning	Lecture method, question and answer and discussion 6 X 50			0%
3							0%
4	Develop competency-based learning	1. Explain competency-based learning as a learning objective 2. Develop learning outcome indicators based on competency standards and basic competencies	Criteria: Accuracy of indicator translation based on KD and selected learning materials.	Lecture method, question and answer, discussion, assignment 6 X 50			0%
5							0%
6	Develop teaching materials	1. Choose basic competencies correctly 2. Develop learning materials based on basic competencies	Criteria: 1. Accuracy in explaining material according to competency 2. The arrangement of the material is according to the material hierarchy and is supported by figure 3. Communicative language 4. The display of teaching materials is attractive and good	Lecture method, question and answer, discussion, assignment 6 X 50			0%
7							0%
8	UTS	UTS	Criteria: Clarity and completeness of answers	Classical 3 X 50			0%
9	Learning process standards	1. Explain the learning steps from introduction, core and conclusion 2. Arrange learning steps with learning methods that suit the characteristics of arts and culture subjects	Criteria: Accuracy in explaining and mentioning learning steps	Lecture method, question and answer, discussion 3 X 50			0%

10	Developing learning assessments	1. Create an arts and culture learning assessment grid 2. Choosing the right form of assessment for arts and culture learning 3. Choosing the right assessment technique for arts and culture learning 4. Create an arts and culture learning assessment instrument 5. Create an arts and culture learning assessment rubric	Criteria: 1. Accuracy in creating grids both in format and content 2. Accuracy of making assessment tools	Method: 6 X 50 assignment and discussion			0%
11	Compile the syllabus	1. Arrange the syllabus according to the correct format	Criteria: The accuracy of creating an arts and culture learning syllabus based on the correct format, sequence and content	Lecture method, question and answer, discussion and assignment 6 X 50			0%
12							0%
13	Develop learning tools	1. Prepare the syllabus correctly. prepare the lesson plan correctly according to the syllabus 3. Make teaching materials correctly according to the learning materials in RPP4. Make assessment tools correctly according to the RPP	Criteria: 1. Consistency and accuracy in making the syllabus 2. Completeness of making lesson plans based on the correct criteria for making lesson plans 3. Completeness and consistency of teaching materials according to RPP4. Completeness and consistency of assessment with the syllabus and RPP	Lecture method, question and answer, discussion and assignment 9 X 50			0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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 knowledge.
- 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.
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.