



**Universitas Negeri Surabaya**  
**Faculty of Educational Sciences**  
**Bachelor of Education Management Study Program**

**Document Code**

## SEMESTER LEARNING PLAN

| <b>Courses</b>  | <b>CODE</b>   | <b>Course Family</b>   | <b>Credit Weight</b>              |     |           | <b>SEMESTER</b>                  | <b>Compilation Date</b> |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|---|---|--|-----------------------------------|-----|-----------|----------------------------------|-------------------------|------|-------|-------|----|----|----|----|------|----|--|--|--|--|--|------|---|---|---|---|---|---|------|---|---|---|----|----|----|------|----|----|----|------|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|------|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|
| <b>Library Management and Digitization</b>                  | 8620402154  | Compulsory Study Program Subjects  | T=2                               | P=0 | ECTS=3.18 | 4                                | December 1, 2022        |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>AUTHORIZATION</b>  | <b>SP Developer</b>   |  | <b>Course Cluster Coordinator</b> |     |           | <b>Study Program Coordinator</b> |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | Mohammad Syahidul Haq, S.Pd., M.Pd<br>dan Dr. Ayu Wulandari, S.Pd., M.Pd  |  | Dr. Nunuk Hariyati                |     |           | Syunu Trihantoyo, S.Pd., M.Pd.   |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>Learning model</b>                                       | <b>Project Based Learning</b>   |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>Program Learning Outcomes (PLO)</b>                      | <b>PLO study program that is charged to the course</b>  |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PLO-7</b>  | Able to practice the field of educational management competency to solve problems in the field of educational management based on the results of information and data analysis   |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PLO-9</b>  | Able to utilize technology and information in problem solving efforts according to area of expertise   |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>Program Objectives (PO)</b>  |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PO - 1</b>   | Utilize learning resources and information technology in applying analytical and problem solving skills based on the concepts of information systems, entrepreneurship and the substance of educational management.  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PO - 2</b>   | Master the theory/concept of Library Management and Digitalization in depth and be able to apply it according to needs in the educational field.   |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PO - 3</b>   | Make the right decisions based on organizing, analyzing and processing data, and being able to provide guidance in choosing various alternative solutions independently and in groups.   |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PO - 4</b>   | Responsible for self-learning performance, agreement with group colleagues by applying relevant studies in the fields of Library Management and Digitalization   |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <b>PLO-PO Matrix</b>  |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   |   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">P.O</th> <th style="width: 20%;">PLO-7</th> <th style="width: 20%;">PLO-9</th> <th colspan="4"></th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-2</td> <td>✓</td> <td></td> <td colspan="4"></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td colspan="4"></td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td colspan="4"></td> </tr> </tbody> </table> |                                   |     |           |                                  |                         | P.O  | PLO-7 | PLO-9 |    |    |    |    | PO-1 |    |  |  |  |  |  | PO-2 | ✓ |   |   |   |   |   | PO-3 |   | ✓ |   |    |    |    | PO-4 | ✓  |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | P.O   | PLO-7  | PLO-9                             |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | PO-1  |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| PO-2  | ✓   |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| PO-3  |   | ✓  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| PO-4  | ✓   |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>PO Matrix at the end of each learning stage (Sub-PO)</b> |   |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
|   | <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | ✓ |
| 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  |   |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    | ✓    | ✓  |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>Short Course Description</b>                             | The Information Systems and Computerized School Library Management course provides learning about efforts to utilize all existing resources to plan, organize and control program activities so that the role, goals, functions and objectives of libraries in schools can be achieved effectively and efficiently according to plan. Management efforts are carried out using the help of information technology with computerized systems such as automation systems, so that library management can save time and energy.  |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |
| <b>References</b>   | <b>Main :</b>   |  |                                   |     |           |                                  |                         |      |       |       |    |    |    |    |      |    |  |  |  |  |  |      |   |   |   |   |   |   |      |   |   |   |    |    |    |      |    |    |    |      |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |  |      |   |   |   |   |   |   |  |  |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |   |  |  |  |  |  |  |  |  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |

1. Bafadal, Ibrahim. 2006. Pengelolaan Perpustakaan Sekolah. Jakarta : Bumi Aksara.
2. Rahayuningsih. 2007. Pengelolaan Perpustakaan. Yogyakarta: Graha Ilmu.
3. Suwarno, Wiji. 2010. Ilmu Perpustakaan & Kode Etik Perpustakaan. Yogyakarta: Ar-Ruzz Media.

**Supporters:**

1. Lubis. 2018. Manajemen Perpustakaan. Yogyakarta: Deepublish
2. Rahmah, E. 2019. Manajemen Perpustakaan. Jakarta: Rajawali Pers.

**Supporting lecturer**  
Dr. Mohammad Syahidul Haq, S.Pd., M.Pd.  
Dr. Ayu Wulandari, 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     | Students can understand and apply information systems and computerization in school library management | The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. | <b>Criteria:</b><br>Students are able to answer the questions asked<br><br><b>Form of Assessment :</b><br>Participatory Activities  | Lectures and Questions and Answers<br>2 X 50                            |                   | <b>Material:</b><br>Presentation of Parts of the <b>Literature Library:</b><br><i>Rahayuningsih. 2007. Library Management. Yogyakarta: Graha Ilmu.</i>  | 5%                    |
| 2     | Students can describe the procurement of library materials   | Students examine and mention the activities included in the school library planning process   | <b>Criteria:</b><br>The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. | Discussion and Questions and Answers<br>2 X 50                          |                   | <b>Material:</b><br>Students examine and mention the activities included in the school library planning process.<br><b>Reader:</b><br><i>Bafadal, Ibrahim. 2006. School Library Management. Jakarta : Earth of Letters.</i> | 5%                    |
| 3     | Students can describe and practice classification systems  | Students are able to understand and study the activities included in the process of organizing a school library   |   | Presentation, Discussion, questions and answers<br>2 X 50               |                   | <b>Material:</b><br>Library group material<br>: <i>Bafadal, Ibrahim. 2006. School Library Management. Jakarta : Earth of Letters.</i>   | 5%                    |

|   |  |   |  |   |  |   |     |
|---|--|---|--|---|--|---|-----|
| 4 | Students can describe and practice cataloging systems  | Students are able to catalogue  | <p><b>Criteria:</b><br/>Paper assessment can be done through presentation, questioning skills and answering skills. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p> | Presentation, Discussion, questions and answers<br>2 X 50 |  | <p><b>Material:</b><br/>Library group material :<br/><i>Rahayuningsih. 2007. Library Management. Yogyakarta: Graha Ilmu.</i></p>  | 10% |
| 5 | Students can describe the arrangement and maintenance of books   | Students are able to understand the concept of management of educational facilities, which is one of the substances of educational management | <p><b>Criteria:</b><br/>The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p><b>Form of Assessment :</b><br/>Project Results Assessment / Product Assessment</p>   | Presentation, Discussion, questions and answers<br>2 X 50 |  | <p><b>Material:</b><br/>concept of management of educational infrastructure which is one of the substances of educational management.<br/><b>Reader:</b> <i>Lubis. 2018. Library Management. Yogyakarta: Deepublish</i></p> | 5%  |
| 6 | Students can describe and differentiate types of reading services. Students can describe library space and equipment | Students are able to understand and review the activities included in the supervision process in management                                   | <p><b>Criteria:</b><br/>The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p>  | Presentation, Discussion, questions and answers<br>2 X 50 |  | <p><b>Material:</b><br/>Library group material : <i>Lubis. 2018. Library Management. Yogyakarta: Deepublish</i></p>   | 5%  |
| 7 | Students understand the concept of library management  | Students are able to understand and study the activities included in the process of running a library   | <p><b>Criteria:</b><br/>Paper assessment can be done through presentation, questioning skills and answering skills. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions.</p>  | Presentation, Discussion, questions and answers<br>2 X 50 |  | <p><b>Material:</b><br/>Library group material : <i>Rahmah, E. 2019. Library Management. Jakarta: Rajawali Press.</i></p>   | 5%  |

|    |  |   |   |   |  |  |    |
|----|--|---|---|---|--|--|----|
| 8  | Midterm Exam   | Students are able to understand and review the activities included in the supervisory process in library management   | <b>Form of Assessment :</b><br>Practice / Performance   | Practice<br>2 X 50  |  | <b>Material:</b><br>Library group material<br>: Lubis. 2018. <i>Library Management.</i> Yogyakarta: Deepublish<br><br><b>Material:</b><br>Library group material<br>: Lubis. 2018. <i>Library Management.</i> Yogyakarta: Deepublish | 5% |
| 9  | Students are able to understand and review the activities included in the supervision process in management              |   |   | Library Visits<br>2 X 50                                  |  | <b>Material:</b><br>Meeting<br>Material 1-7<br><b>Reader:</b><br><i>Rahayuningsih. 2007. Library Management.</i> Yogyakarta: Graha Ilmu.   | 5% |
| 10 | Students can describe the basic concepts of library system information technology  | Students visit the library  | <b>Criteria:</b><br>Practice of library catagolization of books   | Library Visits<br>2 X 50                                  |  |  | 5% |
| 11 | Students can describe Library Automation   | Paper assessment can be done through presentation, questioning skills and answering skills. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. | <b>Criteria:</b><br>Students understand the concept of library management   | Lectures, discussions, questions and answers<br>2 X 50    |  | <b>Material:</b><br>Library group material<br>:<br><i>Rahayuningsih. 2007. Library Management.</i> Yogyakarta: Graha Ilmu.   | 5% |
| 12 | Students can describe Library Automation   |   | <b>Form of Assessment :</b><br>Practice / Performance   | Lectures, discussions, questions and answers<br>2 X 50    |  |  | 5% |
| 13 | Students can describe and practice School Library Automation using SLIMS (Senayan library information management system) |   | <b>Criteria:</b><br>Paper assessment can be done through presentation, questioning skills and answering skills. The presentation is carried out coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. | Presentation, discussion, questions and answers<br>2 X 50 |  | <b>Material:</b><br>Library group material<br>: <i>Rahmah, E. 2019. Library Management.</i> Jakarta: Rajawali Press.   | 5% |

|    |  |  |  |   |  |   |     |
|----|--|--|--|---|--|---|-----|
| 14 | Students can describe and practice School Library Automation using SLIMS (Senayan library information management system)                     |  | <b>Form of Assessment :</b><br>Assessment of Project Results / Product Assessment, Practices / Performance | Presentation, discussion, questions and answers<br>2 X 50 |  | <b>Material:</b><br>Library group material : <i>Suwarno, Wiji. 2010. Library Science &amp; Library Code of Ethics. Yogyakarta: Ar-Ruzz Media.</i> | 5%  |
| 15 | Students can practice the process of creating and using School Library Automation with SLIMS (Senayan library information management system) |  | <b>Form of Assessment :</b><br>Practice / Performance  | Presentation, discussion, questions and answers<br>2 X 50 |  |   | 5%  |
| 16 | Summative Exam   |  | <b>Form of Assessment :</b><br>Practice / Performance  | 2 X 50  |  | <b>Material:</b><br>Library group material : <i>Rahayuningsih. 2007. Library Management. Yogyakarta: Graha Ilmu.</i>                              | 15% |

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation                                      | Percentage |
|----|---|------------|
| 1. | Participatory Activities                        | 5%         |
| 2. | Project Results Assessment / Product Assessment | 17.5%      |
| 3. | Practice / Performance                          | 32.5%      |
|    |   | 55%        |

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.