



**Universitas Negeri Surabaya
Vocational Faculty,
D4 Graphic Design Study Program**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Digital printing	9034203451	Compulsory Study Program Subjects	T=1	P=2	ECTS=4.77	3	July 17, 2024																																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																				
	Muhamad Ro'is Abidin, S.Pd., M.Pd.		Asidigisianti Surya Patria, S.T., M.Pd.			Asidigisianti Surya Patria, S.T., M.Pd.																																																																																				
Learning model	Project Based Learning																																																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																									
	PLO-6	Able to design, implement and produce graphic design work both manually and digitally.																																																																																								
	Program Objectives (PO)																																																																																									
	PO - 1	Understand the basics of desktop publishing																																																																																								
	PO - 2	Designing print media in the form of: folding brochures, newspapers and magazines																																																																																								
	PO - 3	Designing a coffee table book																																																																																								
	PLO-PO Matrix																																																																																									
		<table><tr><td>P.O</td><td colspan="6">PLO-6</td></tr><tr><td>PO-1</td><td colspan="6"></td></tr><tr><td>PO-2</td><td colspan="6"></td></tr><tr><td>PO-3</td><td colspan="6"></td></tr></table>						P.O	PLO-6						PO-1							PO-2							PO-3																																																													
	P.O	PLO-6																																																																																								
	PO-1																																																																																									
PO-2																																																																																										
PO-3																																																																																										
PO Matrix at the end of each learning stage (Sub-PO)																																																																																										
	<table><tr><td rowspan="2">P.O</td><td colspan="16">Week</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr><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></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																
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																																																																																										
Short Course Description	This course provides students with mastery of printing activities and processes, especially printing work systems, work sequences, and printing technology. Students are introduced to proofing, pre-press, final artwork file preparing, and selecting printing materials, with theoretical and practical strategies																																																																																									
References	Main :																																																																																									
	1. Dameria, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic 2. Dameria, Anne. 2005. Panduan Designer dalam produksi cetak dan digital printing. Jakarta : Link&Match Graphic 3. Dameria, Anne. 2004. Color Managemen. Jakarta : Link&Match Graphic 4. Hird, Kenneth F. 1982. Understanding Graphic Art. Cincinnati, Ohio : South-Western Publishing co. 5. Scheder, Georg. 1985. Perihal Cetak Mencetak, Yogyakarta : Kanisius																																																																																									
	Supporters:																																																																																									
Supporting lecturer	Muhamad Ro'is Abidin, S.Pd., M.Pd. Nanda Nini Anggalih, S.Pd., M.Ds.																																																																																									

**Short
Course
Description**

This course provides students with mastery of printing activities and processes, especially printing work systems, work sequences, and printing technology. Students are introduced to proofing, pre-press, final artwork file preparing, and selecting printing materials, with theoretical and practical strategies

References

Main :	<ol style="list-style-type: none"> Dameria, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic Dameria, Anne. 2005. Panduan Designer dalam produksi cetak dan digital printing. Jakarta : Link&Match Graphic Dameria, Anne. 2004. Color Managemen. Jakarta : Link&Match Graphic Hird, Kenneth F. 1982. Understanding Graphic Art. Cincinnati, Ohio : South-Western Publishing co. Scheder, Georg. 1985. Perihal Cetak Mencetak, Yogyakarta : Kanisius
Supporters:	

**Supporting
lecturer**

Muhamad Ro'is Abidin, S.Pd., M.Pd.
Nanda Nini Anggalih, S.Pd., M.Ds.

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	Able to understand the basics of desktop publishing	1.Students can explain the meaning of desktop publishing 2.Students can explain the role of desktop publishing 3.Students can explain the role of desktop publishing	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers 4 X 50	Web meetings and Vinesa	Material: basics of desktop publishing Reference: <i>Hird, Kenneth F. 1982. Understanding Graphic Art. Cincinnati, Ohio : South-Western Publishing co.</i>	2%
2	Able to compare various types of desktop publishing	1.Students can identify various types of desktop publishing 2.Students can differentiate between various types of desktop publishing	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, 3 X 50	Web meetings and Vinesa	Material: Variety of desktop publishing Bibliography: <i>Damera, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i>	3%
3	Able to explain the layout of desktop publishing	1.Students can explain the principles of desktop publishing layout 2.Students can explain the elements of desktop publishing	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Presentation, discussion, question and answer, 3 X 50	Web meetings and Vinesa	Material: Elements and layout of desktop publishing Reference: <i>Damera, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i>	5%

4	Able to design folding brochures	<ol style="list-style-type: none"> 1. Students can explain the anatomy of a brochure 2. Students can prepare brochure material 3. Students can make thumbnails of folded brochures 4. Students can make tight issue folding brochures 5. Students can create the final design of a folding brochure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Originality 2. Presentation creativity 3. Conformity with the provisions of the question 4. Layout proportions <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing a folding brochure. Students create a folding brochure design.</p> <p>Phase 2: Developing a project plan. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project.</p> <p>3 X 50</p>	-	<p>Material: Folding brochure design</p> <p>Reader: <i>Damera, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i></p>	5%
---	----------------------------------	--	--	---	---	---	----

5	Able to design folding brochures	<ol style="list-style-type: none"> 1. Students can explain the anatomy of a brochure 2. Students can prepare brochure material 3. Students can make thumbnails of folded brochures 4. Students can make tight issue folding brochures 5. Students can create the final design of a folding brochure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Originality 2. Presentation creativity 3. Conformity with the provisions of the question 4. Layout proportions <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 3 X 50</p>	-	<p>Material: Folding brochure design</p> <p>Reader: <i>Dameraia, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i></p>	5%
6	Able to design folding brochures	<ol style="list-style-type: none"> 1. Students can explain the anatomy of a brochure 2. Students can prepare brochure material 3. Students can make thumbnails of folded brochures 4. Students can make tight issue folding brochures 5. Students can create the final design of a folding brochure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Originality 2. Presentation creativity 3. Conformity with the provisions of the question 4. Layout proportions <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the lecturer's results, accuracy of folding brochure design</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions. and input on the project. 3 X 50</p>	-	<p>Material: Folding brochure design</p> <p>Reader: <i>Dameraia, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i></p>	10%

7	Able to analyze the anatomy of a newspaper	<ol style="list-style-type: none"> 1.Students can explain the definition of a newspaper 2.Students can explain the principles of newspaper layout 3.Students can explain the elements of a newspaper 4.Students can analyze parts of newspapers 	Criteria: 5 Form of Assessment : Project Results Assessment / Product Assessment, Test	Lectures, discussions, questions and answers, practice 3 X 50	Web meetings and Vinesa	Material: Anatomy of a newspaper Bibliography: <i>Dameraia, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i>	5%
8	Able to analyze the anatomy of a newspaper	<ol style="list-style-type: none"> 1.Students can explain the definition of a newspaper 2.Students can explain the principles of newspaper layout 3.Students can explain the elements of a newspaper 4.Students can analyze parts of newspapers 	Criteria: 5 Form of Assessment : Project Results Assessment / Product Assessment, Test	Lectures, discussions, questions and answers, practice 3 X 50	Web meetings and Vinesa	Material: Anatomy of a newspaper Bibliography: <i>Dameraia, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i>	5%
9	Able to analyze the anatomy of magazines	<ol style="list-style-type: none"> 1.Students can explain the parts of a magazine 2.Students can detail the parts of the magazine 3.Students can categorize magazine parts 	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, practice 3 X 50		Material: Anatomical design magazine Reference: <i>Dameraia, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i>	5%

10	Able to design magazine page layouts	<ol style="list-style-type: none"> 1.Students can compile magazine material 2.Students can make magazine thumbnails 3.Students can create tight issues of magazines 4.Students can create the final design of the magazine 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Presentation creativity 3.Conformity with the provisions of the question 4.Layout proportions <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing a magazine. Students create a magazine design.</p> <p>Phase 2: Developing a project plan. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the 3 X 50 project</p>	-	<p>Material: Magazine design Reader: <i>Dameria, Anne. 2005. Designer's Guide to print production and digital printing. Jakarta : Link&Match Graphic</i></p>	5%
11	Able to design magazine page layouts	<ol style="list-style-type: none"> 1.Students can compile magazine material 2.Students can make magazine thumbnails 3.Students can create tight issues of magazines 4.Students can create the final design of the magazine 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Presentation creativity 3.Conformity with the provisions of the question 4.Layout proportions <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. 3 X 50</p>	-	<p>Material: Magazine design Reader: <i>Dameria, Anne. 2005. Designer's Guide to print production and digital printing. Jakarta : Link&Match Graphic</i></p>	5%

12	Able to design magazine page layouts	<ol style="list-style-type: none"> 1.Students can compile magazine material 2.Students can make magazine thumbnails 3.Students can create tight issues of magazines 4.Students can create the final design of the magazine 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Presentation creativity 3.Conformity with the provisions of the question 4.Layout proportions <p>Form of Assessment : Participatory Activities</p>	<p>Practicing Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the results of the lecturer accuracy of the magazine</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions and input against the 3 X 50 project</p>	-	<p>Material: Magazine design Reader: <i>Dameraia, Anne. 2005. Designer's Guide to print production and digital printing. Jakarta : Link&Match Graphic</i></p>	15%
13	Able to arrange coffee table book material	<ol style="list-style-type: none"> 1.Students can explain the definition of a coffee table book 2.Students can explain the parts of a coffee table book 3.Students can collect materials for a coffee table book 4.Students can compile material for a coffee table book 	<p>Criteria: Activeness in class discussions</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures, discussions, questions and answers, 3 X 50</p>		<p>Material: Coffee table book material Bibliography: <i>Dameraia, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i></p>	5%

14	Able to design a coffee table book	<p>1.Students can make coffee table book thumbnails</p> <p>2.Students can make a tight issue coffee table book</p> <p>3.Students can create the final design of the coffee table book</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Presentation creativity 3.Conformity with the provisions of the question 4.Layout proportions <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing a coffee table book. Students create a coffee table book design.</p> <p>Phase 2: Developing a project plan. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project. 3 X 50</p>	-	<p>Material: Coffee table book design</p> <p>Reader: <i>Dameria, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i></p>	5%
15	Able to design a coffee table book	<p>1.Students can make coffee table book thumbnails</p> <p>2.Students can make a tight issue coffee table book</p> <p>3.Students can create the final design of the coffee table book</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Presentation creativity 3.Conformity with the provisions of the question 4.Layout proportions <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit. 3 X 50</p>	-	<p>Material: Coffee table book design</p> <p>Reader: <i>Dameria, Anne. 2008. Basic Printing. Jakarta : Link&Match Graphic</i></p>	10%

16	Able to design a coffee table book	1.Students can make coffee table book thumbnails 2.Students can make a tight issue coffee table book 3.Students can create the final design of the coffee table book	Criteria: 1.Originality 2.Presentation creativity 3.Conformity with the provisions of the question 4.Layout proportions Form of Assessment : Participatory Activities	Practicing Studio Project Based Learning, Discussion in groups Phase 5: Testing the Results Students explain and present the results of the lecturer, accuracy of the interface on the media Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions. and input on the project. 3 X 50	-	Material: Coffee table book design Reader: Dameria, Anne. 2008. <i>Basic Printing</i> . Jakarta : Link&Match Graphic	10%
----	------------------------------------	--	---	---	---	---	-----

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Project Results Assessment / Product Assessment	20%
3.	Test	5%
		100%

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.

