



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Chinese Language Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date		
BM Children's Learning	8820808133		T=2 P=0 ECTS=3.18	7	July 18, 2024		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator			
	Miftachul Amri, M.Pd., M.Ed., Ph.D.			
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Assessment of the basics of learning Mandarin for children, such as the one word stage or holophrasis, two word stage, telegraphic speech, morphology, syntax, semantics and phonology.						
References	Main :						
	1. 人民教育出版社音乐室《乐理视唱练耳》人民教育出版社，北京，1988。 陈卓华《钢（风）琴练习曲》重庆师范大学学前教育学院，重庆，2005。 Suprijono, Agus. Model- Model Pembelajaran Emansipatoris. Pustaka Pelajar, Yogyakarta.2016. http://www.xuehuahua.net/						
	Supporters:						
Supporting lecturer	Mamik Tri Wedawati, S.S., M.Pd. Galih Wibisono, B.A., M.Ed.						
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	Describe the nature of children with special needs	Explain the meaning of ABK. Explain the scope of ABK	Criteria: 1.3: complete and correct explanation 2.2: the explanation is not complete and correct 3.1: the explanation is incomplete and there are things that are not correct 4.0: no correct explanation	Explanations, questions and answers, discussions and assignments 4 X 50			0%
2	Describe the nature of children with special needs	Explain the meaning of ABK. Explain the scope of ABK	Criteria: 1.3: complete and correct explanation 2.2: the explanation is not complete and correct 3.1: the explanation is incomplete and there are things that are not correct 4.0: no correct explanation	Explanations, questions and answers, discussions and assignments 4 X 50			0%
3	describe the types and characteristics of crew members	Explain and identify types of crew members	Criteria: 1.2: complete and correct explanation and identification 2.1: explanation and identification are not complete and correct 3.0: no correct explanation or identification	Explanations, assignments, presentations and group discussions 4 X 50			0%
4	describe the types and characteristics of crew members	Explain and identify types of crew members	Criteria: 1.2: complete and correct explanation and identification 2.1: explanation and identification are not complete and correct 3.0: no correct explanation or identification	Explanations, assignments, presentations and group discussions 4 X 50			0%
5	Mastering the concept of language skills and language disorders for ABK. Presenting the concept of language ability and language disorders for ABK	Explaining and identifying language learning disorders for ABK	Criteria: 1.5: complete explanation, both answers are correct 2.4: complete explanation, one answer is correct 3.3: incomplete explanation, one answer is correct 4.2: explanation incomplete, answer incorrect 5.1: incomplete explanation and wrong answer 6.0: no correct explanation	Explanations, assignments, presentations and group discussions 8 X 50			0%

6	describe the language learning disorders of ABK	Explaining and identifying language learning disorders for ABK preparing an Indonesian language syllabus for ABK explaining and identifying BI learning methods for ABK	Criteria: 1.5: complete explanation, both answers are correct 2.4: complete explanation, one answer is correct 3.3: incomplete explanation, one answer is correct 4.2: explanation incomplete, answer incorrect 5.1: incomplete explanation and wrong answer 6.0: no correct explanation	Explanations, assignments, presentations and group discussions 8 X 50			0%
7	describing language learning disorders for ABK, compiling a Syllabus for BI learning methods for ABK	Explaining and identifying language learning disorders for ABK preparing an Indonesian language syllabus for ABK explaining and identifying BI learning methods for ABK	Criteria: 1.5: complete explanation, both answers are correct 2.4: complete explanation, one answer is correct 3.3: incomplete explanation, one answer is correct 4.2: explanation incomplete, answer incorrect 5.1: incomplete explanation and wrong answer 6.0: no correct explanation	Explanations, assignments, presentations and group discussions 8 X 50			0%
8	describe the language learning disorders of ABK	Explaining and identifying language learning disorders for ABK	Criteria: 1.5: complete explanation, both answers are correct 2.4: complete explanation, one answer is correct 3.3: incomplete explanation, one answer is correct 4.2: explanation incomplete, answer incorrect 5.1: incomplete explanation and wrong answer 6.0: no correct explanation	Explanations, assignments, presentations and group discussions 8 X 50			0%
9	Mastering the material from the 1st to 8th meetings	Answer UTS questions correctly	Criteria: Full marks 40 60) are obtained if you do the questions correctly	Test 2 X 50			0%
10	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	Criteria: 1. Write a paper according to the topic and be able to present it well.	Presentations, discussions and assignments 2 X 50			0%
11	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	Criteria: 1. Write a paper according to the topic and be able to present it well.	Presentations, discussions and assignments 2 X 50			0%
12	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	Criteria: 1. Write a paper according to the topic and be able to present it well.	Presentations, discussions and assignments 2 X 50			0%

13	Mastering BI learning concepts for ABK. Planning BI learning for ABK	Understand the concept of BI learning for ABK. Plan BI learning for ABK	Criteria: 1. Write a paper according to the topic and be able to present it well.	Presentations, discussions and assignments 2 X 50			0%
14	Mastering the essence of literacy for ABK	Understanding the nature of literacy for ABK	Criteria: answer the quiz correctly	Presentations, discussions and assignments 2 X 50			0%
15	Mastering the essence of research on BI learning for ABK. Identifying research topics on BI learning for ABK	Understanding the essence of research on BI learning for ABK. Finding research topics on BI learning for ABK	Criteria: Reports are written systematically and correctly	Presentations, discussions and assignments 2 X 50			0%
16							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.