



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																																	
Development of Teaching Materials	8820802171		T=2 P=0 ECTS=3.18	5	July 16, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Miftachul Amri, M.Pd., M.Ed., Ph.D.																																	
Learning model	Project Based Learning																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>				P.O																																
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	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: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course provides knowledge about developing teaching materials. The discussion of competencies in this MK includes knowledge and skills about various things related to teaching materials. For example, regarding the definition of teaching materials, the role and types of teaching materials, both printed, non-printed and display teaching materials, procedures for developing them, how to use them in the learning process, as well as ways to evaluate them and the lecture ends with making teaching material products.																																					
References	Main :																																					
	1. Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Planung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig:Klett Harjanto, 1997.Perencanaan Pengajaran.Jakarta : Rineka Cipta Pusat Pengembangan Profesi Pendidik SDM Dikbud dan Penjaminan Mutu Kemendikbud.2014.Materi Pembelajaran Bahasa Jerman SMA dan SMK. Materi Ajar Bahasa Jerman level A1																																					
	Supporters:																																					
Supporting lecturer	Dr. Urip Zaenal Fanani, M.Pd. Prof. Dr. Subandi, S.Pd., M.A. Hans Yosef Tandra Dasion, B.Ed., M.TCFL.																																					
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	Introduction to lecture contracts and lecture systematics and an overview of the development of teaching materials	Understand the lecture contract and lecture systematics and about the development of teaching materials.	Criteria: Assessment uses a scale of 0-100 Form of Assessment : Participatory Activities	direct teaching 2 X 50			50%																															
2	Regarding teaching materials	Students can understand the definition of roles and types/forms and characteristics of teaching materials)	Criteria: Assessment uses a scale of 0-100	direct teaching 2 X 50			0%																															

3	The role of teaching materials, types or forms of teaching materials and characteristics of teaching materials along with examples of teaching materials	Students are able to understand the role of teaching materials, types or forms of teaching materials and the characteristics of teaching materials along with examples of teaching materials	Criteria: Scale 0-100	discussion 2 X 50			0%
4	Students have theoretical competence regarding the role of teaching materials, types or forms of teaching materials and the characteristics of teaching materials along with examples of teaching materials	understand the role of teaching materials, types or forms of teaching materials and the characteristics of teaching materials along with examples of teaching materials	Criteria: Scale 0-100	discussion 2 X 50			0%
5	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
6	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
7	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
8	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
9	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%

10	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
11	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
12	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
13	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
14	Procedures and criteria for developing teaching materials	Indicator: Understanding the procedures and criteria for developing teaching materials, including what things are considered in developing teaching materials.	Criteria: Assessment Criteria: Assessment uses a 1-0-100 scale	Learning Approach/Method/Model/Strategy: 2 X 50 direct learning			0%
15							0%
16			Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Practical work			50%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	12.5%
3.	Portfolio Assessment	12.5%
4.	Practice / Performance	12.5%
		100%

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.