



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 | | | | | | | | | | | | |
|--|---|---|---|--|--|-----------------------------------|-----------------------|---|---|---|----|----|----|----|----|----|----|
| Innovative Learning II | 8820803077 | | T=3 P=0 ECTS=4.77 | 5 | 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 | | | | | | | | | | | | | | | |
| | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | | | | | | |
| | P.O | Week | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| Short Course Description | Discussion of aspects of strengthening educational academic competence and academic competence in the field of study and strengthening the initial abilities of prospective teachers in developing BSI learning tools and language skills through studying the curriculum and learning tools used by teachers, studying learning strategies, reviewing evaluation systems, designing lesson plans, developing media learning, developing teaching materials, and developing evaluation tools to produce various scientific papers which are presented in class discussions and departmental scientific activities | | | | | | | | | | | | | | | | |
| References | Main : | | | | | | | | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. Arend, Richard. 2001. Learning to Teach. New York: McGraw-Hill 2. Blandford, S. 2000. Managing Professional Development in Schools. London: Routledge. 3. Brown, H.D. 2008. Prinsip Pembelajaran dan Pengajaran Bahasa. Jakarta: Kedubes USA (Person Education Inc.) pen: Noor Cholis & Yusi A. 4. Diaz-Maggioli, Gabriel. 2004. Teacher Centered Professional Development. Alexandria, VA : Association for Supervision and Curriculum Development. 5. Jhonson Elaine B. 2002. Contextual Teaching and Learning. California: Corwin Press Suyatno. 2004. Teknik Pengajaran Bahasa. Surabaya: SIC. | | | | | | | | | | | | | | | | |
| | Supporters: | | | | | | | | | | | | | | | | |
| Supporting lecturer | Dr. Mintowati, M.Pd. Prof. Dr. Anas Ahmadi, 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 | Dissecting Innovative Learning Paradigms | Summarizes the surgical results of the Innovative Learning Paradigm | Criteria: The summary results are clear and concise | Discussion and questions and answers 3 X 50 | | | 0% | | | | | | | | | | |

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|----|---|--|---|---|--|--|----|
| 2 | Developing Tools and Implementing Language Learning Innovations: Listening | Developing Tools and Implementing Language Learning Innovations: Listening Syllabus and Lesson Plans | Criteria: in accordance with the criteria for developing tools (Syllabus & RPP) and implementing language learning innovations: Listening | Assignment and discussion 3 X 50 | | | 0% |
| 3 | Producing Device Development and Implementation of Language Learning Innovations: Speaking | Developing Tools and Implementing Language Learning Innovations: Speaking | Criteria: clear, master the discussion material | Assignments, discussions, presentations 3 X 50 | | | 0% |
| 4 | Producing the development of Tools and Implementation of Language Learning Innovations: Reading | Able to develop Tools and Implementation of Language Learning Innovations: Reading | Criteria: Results of development of tools and implementation of language learning innovations: Reading according to the criteria | Discussion and presentation 3 X 50 | | | 0% |
| 5 | Developing Tools and Implementing Language Learning Innovations: Writing | Able to develop tools and implement language learning innovations: Writing | Criteria: Results of Device Development and Implementation of Language Learning Innovations: Writing according to criteria | Discussion, presentation 3 X 50 | | | 0% |
| 6 | Developing Tools and Implementing Integrative Learning Innovations | Producing Device Development and Implementation of integrative learning innovations | Criteria: Results of Device Development and Implementation of integrative learning innovations according to the criteria | discussion, presentation 3 X 50 | | | 0% |
| 7 | Developing Tools and Implementing Thematic Innovations | Able to develop tools and implement thematic innovations | Criteria: Results of Device Development and Implementation of Thematic Innovations according to the criteria | discussion, presentation 3 X 50 | | | 0% |
| 8 | Complete Midterm Exam assignments | Able to complete Mid-Semester Exam assignments | Criteria: according to the criteria | Midterm Exam 3 X 50 | | | 0% |
| 9 | Developing Tools and Implementing Scientific Learning Innovations | Producing Device Development and Implementation of Scientific Learning Innovations | Criteria: Results of Device Development and Implementation of Scientific Learning Innovations according to syntax | discussion, presentation 3 X 50 | | | 0% |
| 10 | Developing Tools and Implementing Suggestopedia learning innovations | Able to develop Tools and Implementation of Suggestopedia learning innovations | Criteria: clear, precise | discussion, presentation 3 X 50 | | | 0% |
| 11 | | | | | | | 0% |
| 12 | | | | | | | 0% |
| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

| 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.