



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 Learning Tools	8820803084		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	Project Based Learning						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	Discussion of the functional relationship between the substance of Mandarin language knowledge and its learning, selection of Mandarin language material according to the curriculum and time allocation, contextual planning of Mandarin language learning, basic principles of Mandarin language learning that educates various models of learning scenarios that take into account the characteristics of students, analysis difficulties in learning Mandarin faced by students, assessment instruments for the process and outcomes of learning Mandarin which refer to the teaching and learning process and the competencies that will be achieved are then concretely implemented into the syllabus preparation exercise and learning implementation plan. The assessment is carried out through the presentation of concepts, presentation of examples of learning plans in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The study activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum followed by discussion and reflection activities						
	References	Main : Supporters:					
Supporting lecturer	Prof. Dr. Subandi, S.Pd., M.A. Miftachul Amri, M.Pd., M.Ed., Ph.D.						
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	<p>Understanding the Concept of Learning Systems Understanding Basic Concepts of Learning Understanding the scope of planning, teaching and learning tools</p>	<p>Explaining the Basic Concepts of Systems Explaining the benefits of a systems approach Outlining the components of a learning system Identifying criteria and various variables that can influence the system Describing the meaning of learning planning Explaining the importance of learning planning Outlining the benefits and functions of learning planning Explaining the mechanisms and procedures for implementing lectures Explaining Teaching Perspectives, Teaching Aspects, Learning Tools Developing learning planning criteria which is considered good</p>	<p>Criteria: Participation and activeness during lectures as well as active attendance are carried out through observation.</p>	<p>Lectures, Discussions, questions and answers 3 X 50</p>			0%
2	<p>Understand the concept of type principles, elements in learning planning. Understand the concept of type principles, elements in learning design. Understand the concept, importance, benefits and functions, criteria for preparing learning plans, steps for preparing learning tools and planning.</p>	<p>Explaining the nature of planning. Outlining the program stages starting from preparing time allocations, annual programs, semesters, syllabus development and ending with developing lesson plans. Explaining the meaning of learning design. Explaining learning design criteria. Outlining at least 3 learning design models. Presenting material using media or other media clearly. Explaining the meaning, importance, benefits and functions, criteria for preparing learning plans, steps for preparing learning plans</p>	<p>Criteria: 1.1. Participation during lectures and attendance at activities is carried out through observation 2.2. Attitude and cooperation</p>	<p>Lecture, Discussion, question and answer, Reflection 3 X 50</p>			0%

3	<p>Understand the concept of principles, types and elements in learning planning. Understand the concept of principles, types and elements in learning design. Understand the concept, importance, benefits and functions, criteria for preparing learning plans, steps for preparing learning tools and planning.</p>	<p>Explaining the essence of planning Outlining the stages of the program itself starting from preparing time allocation, annual program, semester, syllabus development and ending with developing lesson plans Describing the meaning of learning design Explaining learning design criteria Outlining at least 3 learning design models Explaining the meaning, importance, benefits and functions, criteria for preparing learning planning, steps -steps in preparing learning planning</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Participation during lectures, attendance, and activity are carried out through observation. 2.2. Assignment assessment 3.3. Results of answers to oral questions 	<p>Discussion lecture, question and answer reflection 3 X 50</p>			0%
4	<p>Understand the learning design model. Identify the steps for implementing needs analysis</p>	<p>Explain the background to the need for a design model to support a competency achievement-oriented curriculum. The DSI - PK model framework itself is the result of the development process</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The assessment is carried out on the following aspects: <ol style="list-style-type: none"> 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 7. Written sheet 8.S 	<p>Presentation, Discussion, Reflection 3 X 50</p>			0%

5	Describe learning competencies into learning objectives. Understand how to develop learning materials	Explaining the importance of learning objectives in the learning system. Outlining the differences between general objectives and specific objectives in the learning system. Outlining the concept and types of competencies and their relationship to learning objectives.	Criteria: 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6. The final NA is (participation value x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 7. Written sheet 8. S	Presentation, Discussion, Reflection 3 X 50			0%
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6	<p>Understand how to develop learning experiences Understand how to develop learning media and resources</p>	<p>Describe the nature of the learning experience, explain the considerations and principles of organizing the learning experience, identify the stages of the learning experience, describe the importance of developing learning that is oriented towards student activity, identify the role and duties of teachers in developing student learning experiences, develop a variety of learning strategies and methods, develop learning media, explain the importance of developing learning media , Describe the meaning of learning media. Describe learning as a communication process, Describe the functions and benefits of learning media, Explain the classification of learning media along with their characteristics and principles of selection, Show the relationship between learning resources and learning media, Present material using media or use other clear media</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 7.Written sheet 8.S 	<p>Presentation, discussion, reflection 3 X 50</p>			0%
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7	Understand how to develop evaluation tools. Identify the influence of students' personal development as humans on their learning abilities in the stages of the learning process	Explaining the relationship between learning objectives and test tools Explaining the meaning and criteria for learning outcomes tests Explaining the relationship between tests and evaluation Describing the function of formative and summative evaluation Providing criticism of national exams as a form of evaluating learning outcomes in Indonesia Explaining the uniqueness of students as learning subjects and their influence on the learning process Outlining various forms of development in motor/physical aspects, cognitive development and development of moral aspects Developing every aspect of the learning process Presenting material using media or other media clearly	Criteria: 1.The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 7.Written sheet 8.S	Presentation, discussion, reflection 3 X 50			0%
8	Understand the importance of formulating goals, general goals and specific goals, objectives and competencies	Explain the importance of formulating goals, general goals and specific goals, objectives and competencies	Criteria: 1.Attendance participation in lectures and activeness in lectures) 2.Assignment grades,	Lectures, discussions and questions and answers, 3 X 50 performance			0%
9	Understand curriculum development as a way to increase competence according to the demands of science and technology developments and their problems. Able to prepare a syllabus for theme 1 for group 1 and theme 2 for group 2	Determining Mandarin language material according to the curriculum and time allocation. Compiling a syllabus according to the theme of each group and maintaining it in the presentation	Criteria: 1.1. Participation and activeness in lectures 2.2. Assess the presentation assignment	Group work Presentation of syllabus results from group work, discussion and questions and answers. 3 X 50			0%
10	Understand how to prepare a syllabus based on K 13. Be able to compile a syllabus for theme 3 for group 3 and theme 4 for group 4 in the Mandarin textbook for high school	Determining Mandarin language material according to the curriculum and time allocation. Compiling a syllabus according to the theme of each group and maintaining it in the presentation	Criteria: 1.Participation and activeness in lectures 2.Grade presentation assignments	Group work, syllabus group presentation, discussion, and question and answer using 3 X 50 power point			0%

11	Developing a Mandarin syllabus based on KTSP and K 13. Able to prepare a syllabus for theme 5 for group 5 and theme 6 for group 6 in the Mandarin textbook for high school.	Determine Mandarin language material according to the curriculum and time allocation. Prepare a syllabus according to the theme of each group and account for it in the presentation	Criteria: 1.Participation and activeness in lectures 2.Grade presentation assignments	Work in group. Syllabus group presentation, discussion, and question and answer 3 X 50			0%
12	Developing a syllabus based on the 2013 Curriculum theme 7 for group 7 and theme 8 for group 8	Determine Chinese language material according to the curriculum and time allocation. Prepare a syllabus according to the theme of each group and account for it in the presentation.	Criteria: 1.Participation and activeness in lectures 2.Grade presentation assignments	Workshop and group presentation of syllabus, discussion, and question and answer using 3 X 50 power point			0%
13	Able to prepare lesson plans based on the 2013 curriculum theme 1 for group 1 and theme 2 for group 2 based on the syllabus that has been prepared previously	Determine Mandarin language material according to the curriculum and time allocation. Prepare lesson plans based on the 2013 curriculum theme 1 for group 1 and theme 2 for group 2 based on the syllabus that has been prepared previously and maintain it in the presentation	Criteria: 1.Participation and activeness in lectures 2.Grade presentation assignments	Workshop, group lesson plan presentation, discussion and question and answer 3 X 50			0%
14	Able to prepare lesson plans for theme 3 for group 3 and theme 4 for group 4 based on the existing syllabus	Prepare lesson plans for theme 3 for group 3 and theme 4 for group 4 based on the syllabus that has been prepared previously and	Criteria: 1.Participation and activeness in lectures 2.Grade presentation assignments	Prepare lesson plans according to the syllabus that has been prepared previously based on the 2013 curriculum. Presentation of lesson plans in groups, discussions, questions and answers, and revising input. 3 X 50			0%
15	Able to prepare lesson plans based on the 2013 curriculum theme 5 for group 5 and theme 6 for group 6 based on the syllabus that has been prepared previously	Prepare lesson plans based on the 2013 curriculum theme 5 for group 5 and theme 6 for group 6 based on the syllabus that has been prepared previously and maintain it in the presentation	Criteria: 1.Participation and activeness in lectures 2.Grade presentation assignments	Group lesson plan presentation, discussion and question and answer 3 X 50			0%

16	Substitute for UAS Able to prepare lesson plans based on the 2013 curriculum theme 7 for group 7 and theme 8 for group 8 based on the syllabus that has been prepared previously	Prepare lesson plans based on the 2013 curriculum theme 7 for group 7 and theme 8 for group 8 based on the syllabus that has been prepared previously and maintain it in the presentation	Criteria: 1. Participation and activeness in lectures 2. Grade presentation and revision assignments	Workshop, group lesson plan presentation, discussion and question and answer 3 X 50			0%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
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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.