



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
German Language Education Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Development of Learning Tools	8820703102		T=3 P=0 ECTS=4.77	6	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																											
	.....		.....	Dwi Imroatu Julaikah, S.Pd., M.Pd.																																											
<b>Learning model</b>	Project Based Learning																																														
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		P.O																																													
<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b> _____  <b>Supporters:</b> _____																																														
<b>Supporting lecturer</b>	BENNY HERAWANTO SOESETYO Drs. Suwarno Imam Samsul, M.Pd.																																														
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																								
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								

1	Understanding the Concept of Learning Systems Understanding the Basic Concepts of Learning	Explaining the Basic Concepts of a System 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 Developing criteria for learning planning that is considered good Presenting material using media or other media clearly	<b>Criteria:</b> 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	Presentation, Discussion 3 X 50			0%
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2	Understand the concept of type principles, elements in learning planning. Understand the concept of type principles, elements in learning design	Explaining the essence of planning Outlining the stages of the program 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 Presenting material using media or other media clearly	<b>Criteria:</b> 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%
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3	Understand the concept of principles, types, elements in learning planning. Understand the concept of principles, types, elements in learning design	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 Presenting material using other media clearly	<b>Criteria:</b> 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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4	Understand the learning design model. Identify the steps for implementing needs analysis	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	<b>Criteria:</b> 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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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.	<b>Criteria:</b> 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><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>6. The final NA is (participation value x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> <li>7. Written sheet</li> <li>8. S</li> </ol>	<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	<p>Explaining the relationship between learning objectives and test tools</p> <p>Explaining the meaning and criteria for learning outcomes tests</p> <p>Explaining the relationship between tests and evaluation</p> <p>Describing the function of formative and summative evaluation</p> <p>Providing criticism of national exams as a form of evaluation of learning outcomes in Indonesia</p> <p>Explaining the uniqueness of students as learning subjects and their influence on the learning process</p> <p>Outlining various forms of development in motor/physical aspects, cognitive development and development of moral aspects</p> <p>Developing every aspect of the learning process</p> <p>Presenting material using media or other media clearly</p>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>6. The final NA is (participation value x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> <li>7. Written sheet</li> <li>8. S</li> </ol>	Presentation, discussion, reflection 3 X 50			0%
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8	UTS		<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>6. The final NA is (participation value x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</li> <li>7. Written sheet</li> </ol>	3 X 50			0%
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9	Understanding curriculum development as a way to increase competence according to the demands of science and technology developments and their problems	Determine German language material according to the curriculum and time allocation	<b>Criteria:</b> 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 grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 7. Written sheet	Lectures, discussions, reflections 3 X 50			0%
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10	Understand how to prepare the RPP syllabus based on K 13	Determine German language material according to the curriculum and time allocation	<b>Criteria:</b> 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 grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 7. Written sheet	Lectures, discussions, reflections 3 X 50			0%
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11	Develop syllabus and lesson plans based on KTSP and K 13	Determine German language material according to the curriculum and time allocation	<b>Criteria:</b> 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 grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 7. Written sheet	Workshop 3 X 50			0%
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12	Develop syllabus and lesson plans based on KTSP and K 13	Determine German language material according to the curriculum and time allocation	<b>Criteria:</b> 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 grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 7. Written sheet	Workshop 3 X 50			0%
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13	Develop syllabus and lesson plans based on KTSP and K 13	Determine German language material according to the curriculum and time allocation	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The assessment is carried out on the following aspects:</li> <li>2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>6. The final NA is (participation grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10</li> <li>7. Written sheet</li> </ol>	Workshop 3 X 50			0%
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14	Experience PBM practice	Skilled in implementing direct learning models and scientific approaches responsibly following the model's syntax	<b>Criteria:</b> 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	Peer teaching and reflection 6 X 50			0%
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15	Experience PBM practice	Skilled in implementing direct learning models and scientific approaches responsibly following the model's syntax	<b>Criteria:</b> 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	Peer teaching and reflection 6 X 50			0%
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16	UAS	UAS	<b>Criteria:</b> 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	Doing 3 X 50 Assignments			0%
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#### Evaluation Percentage Recap: Project Based Learning

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.

