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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials		8820702214	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	July 16, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Dwi Imroatu Julaikah, S.Pd.,M.Pd		....			Dwi Imroatu Julaikah, S.Pd., M.Pd.	

Learning model	**Project Based Learning**																		
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**																		
	PLO-5	Have faith in God Almighty and uphold human values based on religion, morals and ethics.																	
	Program Objectives (PO)																		
	PO - 1	Students are able to have competencies including knowledge and skills about various matters 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 their development, how to use them in the learning process, and ways to evaluate them.																	
	PLO-PO Matrix																		

	P.O	PLO-5
	PO-1	

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
PO-1																

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 Plannung, 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 2. Digeser,Andreas.1988. Fremdsprachendidaktik und Ihre Bezugswissenschaften.Muenchen:Klett
	Supporters:
	1. Sumber lain terkait

Supporting lecturer	Dwi Imroatu Julaikah, 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	Introduction to lecture contracts and lecture systematics and an overview of the development of teaching materials	Introduction to lecture contracts and lecture systematics and an overview of the development of teaching materials	**Criteria:** 1.Assessment uses a scale of 0-100 2.100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	direct teaching 2 X 50	discussion	**Material:** Introduction to lecture contracts and lecture systematics, at a glance Development of **library teaching materials:** *Digeser, Andreas.1988. Fremdsprachendidaktik und Ihre Bezugswissenschaften.Muenchen:Klett* **Material:** Introduction to lecture contracts and lecture systematics and an overview of the development of **library teaching materials:**	100%

2	Able to analyze various roles of teaching materials, types or forms of teaching materials and characteristics of teaching materials along with examples of teaching materials (1)	Students can understand the definition of roles and types/forms and characteristics of teaching materials)	**Criteria:** Assessment uses a scale of 0-100 **Form of Assessment** : Participatory Activities, Tests	direct teaching 2 X 50	2x50 discussions and presentations	**Material:** Regarding teaching materials, definition of concepts **References:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Human Resources Educators, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1* **Material:** Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. **References:** **Material:** Able to analyze various roles of teaching materials, types or forms of teaching materials and characteristics of teaching materials along with examples of teaching materials **. Library:**	100%
3	Able to analyze various roles of teaching materials, types or forms of teaching materials and characteristics of teaching materials along with examples of teaching materials (2)	Able to analyze various roles of teaching materials, types or forms of teaching materials and characteristics of teaching materials along with examples of teaching materials (2)	**Criteria:** Scale 0-100	discussion 2 X 50	discussion 2x50	**Material:** Able to analyze various roles of teaching materials, types or forms of teaching materials as well as characteristics of teaching materials along with examples of teaching materials (20 **Bibliography:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen . Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta: Rineka Cipta Center for Professional Development of Human Resources Education and Culture and Quality Assurance Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials*	0%
4	Procedures and criteria for developing printed teaching materials	Procedures and criteria for developing printed teaching materials	**Criteria:** Scale 0-100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	discussion and presentation 2 X 50	discussion and presentation 2x50	**Material:** Procedures and criteria for developing printed teaching materials **Library:** **Material:** Procedures and criteria for developing printed teaching materials. **Reference:** *Digeser, Andreas. 1988. Fremdsprachendidaktik und Ihre Bezugswissenschaften.Muenchen:Klett*	100%
5	Procedures and criteria for developing non-printed teaching materials	Understanding the procedures and criteria for developing teaching materials includes what things are considered in developing teaching materials.	**Criteria:** 1.Assessment uses a 1-0-100 scale 2.100 **Form of Assessment** : Participatory Activities, Tests	direct learning 2 X 50	direct teaching 2x50	**Material:** The role of teaching materials for students, teachers and learning **. Literature:** **Material:** Procedures and criteria for developing teaching materials **References:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Educators, Human Resources, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1* **Material:** Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig:Klett **Reader:** **Material:** Procedures and criteria for developing non-print teaching materials **References:**	100%

			Criteria / Form of Assessment	Method	Time	Material / References	%
6	Development of the Use of Print Media (1)	Development of the Use of Print Media (1)	**Criteria:** 1.Rating scale 0-100 2.100 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Cooperative learning 2 X 50	2x50 discussions and presentations	**Material:** Development of the use of print media (1) **References:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Human Resources Educators, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1*	100%
7	Development of the use of non-print media	Development of the use of non-print media	**Criteria:** Rating scale 0-100 **Form of Assessment** : Participatory Activities	Cooperative learning 2 X 50	learning 2x50	**Material:** Development of the use of non-print media **References:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Educators, Human Resources, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1*	100%
8	students have competence regarding teaching materials vs textbooks. Know the strengths and weaknesses of printed teaching materials and evaluate printed teaching materials	Students can understand teaching materials vs textbooks. Know the strengths and weaknesses of printed teaching materials and evaluate printed teaching materials	**Criteria:** scale 1-0 **Form of Assessment** : Participatory Activities, Tests	discussion and presentation 2 X 50		**Material:** UTS **Reference:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Educators, Human Resources, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1*	100%
9		Project based 1-development of Teaching Materials-Planning	**Criteria:** scale 1-0 **Form of Assessment** : Participatory Activities, Practice/Performance	discussion and presentation 2 X 50	discussion and presentation 2x50	**Material:** Project based 1-development of Teaching Materials- **Library Planning:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Human Resources Educators, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1*	100%
10	Project based 1-development of teaching materials-preparation of development activity schedules	Project based 1-development of teaching materials-preparation of development activity schedules	**Criteria:** scale 1-100 **Form of Assessment** : Project Results Assessment / Product Assessment	presentation 2 X 50	presentation	**Material:** Project based 1-development of teaching materials-preparation of development activity schedule **Library:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Human Resources Educators, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1*	100%
11	Project based 3-development of teaching materials-preparation and development of teaching materials (1)	Project based 3-development of teaching materials-preparation of development activity schedules	**Criteria:** scale 1-100 **Form of Assessment** : Participatory Activities, Practice/Performance	discussion and presentation 2 X 50	discussion and presentation 2x50	**Material:** project based 3-development of teaching materials-preparation of **library development activity schedule:** **Material:** Project based 3-development of teaching materials-preparation of library development activity schedule : **Material:** Project based 3-development of teaching materials-preparation of schedule for **library development activities:** *Digeser, Andreas.1988. Fremdsprachendidaktik und Ihre Bezugswissenschaften.Muenchen:Klett*	100%

No							
12	Project based 4-evaluation of teaching material development products	project based 4-evaluation of teaching material development	**Criteria:** scale 1-100	Direct teaching (discussion and presentation) and practice 2 X 50	presentation 2x50	**Material:** Project based 4-development of product evaluation teaching materials **References:** *Brand, von Tilman. Deutsch unterrichten. 2010. Einfuehrung in die Plannung, Durchfuehrung und Auswertung in den Sekundarstufen. Leipzig: Klett Harjanto, 1997. Teaching Planning. Jakarta : Rineka Cipta Center for Professional Development of Educators, Human Resources, Education and Culture and Quality Assurance, Ministry of Education and Culture. 2014. High School and Vocational School German Language Learning Materials. German Language Teaching Materials level A1*	100%
13	Project based 5-development of teaching materials-Product performance demonstration 1	Project based 5-development of teaching materials-Product performance demonstration 1	**Criteria:** score 0-100	Based on Project 2 X 50	based on project 2x50	**Material:** Project based 5-development of teaching materials-Product performance demonstration 1 **Library:**	100%
14	Project based 6-development of teaching materials-Project performance demonstration 2	1. Students are able to prepare various forms of teaching materials (simple) including handouts. 2. Textbook. 3. Module. 4. Student activity sheet (Student Work Sheet) 5. Brochure. 6. Photos/drawings.	**Criteria:** score 0-100 **Form of Assessment** : Participatory Activities, Practice/Performance	Based on project 2 X 50	based on project		0%
15	In Practical Activity 3 Have competence in compiling different teaching materials (theme for each student)	Able to compose teaching materials (theme determined)	**Criteria:** score 0-100	Based on Project 2 X 50			0%
16	UAS	Students are able to have all competencies starting from meeting 10-15	**Criteria:** score 0-100	Written and non-written test 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	483.33%
2.	Project Results Assessment / Product Assessment	233.33%
3.	Practice / Performance	133.33%
4.	Test	150%
		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.