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

Document Code

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Courses			CODE		Course	e Family		Credit W	/eight		SEME	STER	Com	npilat e	on
Developr	ment of	Learning Tools	8820703	102				T=3 P=	0 EC	ΓS=4.77	(3	July	18, 2	ე24
AUTHOR	IZATION	N	SP Deve	loper	Course Cluster Coord			inator	Study Program Coordinator						
											Dw	i Imroa S.Pd.			,
Learning		Project Based L													
Program Learning	g	PLO study prog		charged to	the course	9									
Outcome (PLO)	es	Program Object PLO-PO Matrix	. ,												
		PLO-PO Matrix													
			P.O												
		PO Matrix at th	e end of each	learning sta	ge (Sub-P	O)									
			P.O					Veek							
			1	2 3	4 5	6 7	1	9 10	11	12	13	14	15	16	
				2 3	4 3	0 1	0	9 10	1	12	13	14 .	.5	10	I
Short Co Descript		Discussion of the German languag basic principles of characteristics of language learnin, achieved are the assessment is ca tools, workshops ends with an exe- and reflection act	e material according German languatudents, analysis processes and en concretely intried out through on developing larcise in impleme	rding to the c uage learning sis German la I outcomes w nplemented in the presenta earning tools	curriculum a which edu inguage lea rhich refer t into the sy ation of con- by students	and time ucates var urning diffi to the tea urllabus pr cepts, pre s oriented	allocatio rious mo culties fa ching an eparatio esentatio towards	n, context odels of le aced by st od learning n exercise n of exam s each lea	ual pla arning udents, proce and ples of rning n	nning of scenarion assess and the learning learning learning todal and the learning learning and learning the	f Germa os that to ment ins he com implen g plans i d strate	an lang take into strumer petenci nentation the formula to the for	uage to acc nts for es the orn pla orm of e stud	learn count r Gerr at wil ans. f learr ly acti	ing, the man I be The ning vity
Referen	ces	Main :													
			•												
		Supporters:													
Support lecturer		BENNY HERAWA Drs. Suwarno Ima													
Week-		abilities of each		Evaluation			Lear Stude	elp Learni ning meth nt Assign stimated t	nods, ments	ı	mate	ning erials [ences		essm	
	(Jub-F	O)	Indicator	Criteri	a & Form		line (line)	Onlin	e (onl	ine)	T COLO]			

1	Understanding the Concept of Learning	Explaining the Basic	Criteria: 1.The assessment	Presentation, Discussion		0%
						0%
			7.Written sheet			

		1				
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 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%

	T	1	Т	1		-
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 criteria Outlining at least 3 learning design models Presenting material using 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 x3) (UTS value x 2) UAS value (3) divided by 10 7.Written sheet 8.S	Presentation, discussion, reflection 3 X 50		0%

	I landountous delta -	Franksis de s				95.
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	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%

5	Describe learning	Explaining the	Criteria:	Presentation,		0%
5	competencies into learning objectives. Understand how to develop learning materials	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.	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%

6	Understand how to	Describe the	Criteria:	Presentation,		0%
	develop learning	nature of the	1.The assessment	discussion,		
	experiences	learning	is carried out on	reflection		
	Understand how to	experience,	the following	3 X 50		
	develop learning media and resources	explain the considerations				
	and resources	and principles	aspects:			
		of organizing	2.1. Participation			
		the learning	during lectures			
		experience,	and presence of			
		identify the	activities is			
		stages of the	carried out			
		learning				
		experience,	through			
		describe the	observations,			
		importance of	observations			
		developing	(weight 2)			
		learning that is	3.2. Assignment			
		oriented	grades, weekly			
		towards	exam grades and			
		student activity,	•			
		identify the	presentations are			
		role and duties	averaged to form			
		of teachers in	a weighted			
		developing	assignment grade			
		student	(2)			
		learning	4.3. Subsummative			
		experiences,	test (UTS) is			
		develop a	, ,			
		variety of	carried out once			
		learning	accessing			
		strategies and	relevant indicators			
		methods,	through a written			
		develop	exam is given a			
		learning media, explain	weight (3)			
		the importance	5.4. Summative			
		of developing				
		learning media	tests (UAS) are			
		, Describe the	carried out to			
		meaning of	measure several			
		learning	indicators that			
		media.	have been			
		Describe	selected			
		learning as a	proportionally,			
		communication	given weights (3)			
		process, Describe the				
		functions and	6.The final NA is			
1		benefits of	(participation			
1		learning	value x2)			
1		media, Explain	(assignment			
1		the	value x 3) (UTS			
1		classification	value x 2) UAS			
1		of learning	· ·			
		media along	value (3) divided			
		with their	by 10			
1		characteristics	7.Written sheet			
1		and principles	8.s			
1		of selection,				
		Show the				
		relationship				
		between learning				
1						
		resources and learning				
1		media, Present				
1		material using				
1		media or use				
1		other clear				
1						
		media				

	Lindaustand barrit	Combaining the	_ ·. ·	5		221
7	Understand how to develop evaluation	Explaining the relationship	Criteria:	Presentation, discussion,		0%
	tools. Identify the	between	1.The assessment	reflection		
	influence of students'	learning	is carried out on	3 X 50		
	personal development	objectives and	the following	3 X 50		
	as humans on their	test tools	aspects:			
	learning abilities in the	Explaining the	2.1. Participation			
	stages of the learning	meaning and criteria for	during lectures			
	process	learning	and presence of			
		outcomes tests	activities is			
		Explaining the	carried out			
		relationship	through			
		between tests	observations,			
		and evaluation	· ·			
		Describing the	observations			
		function of formative and	(weight 2)			
		summative	3.2. Assignment			
		evaluation	grades, weekly			
		Providing	exam grades and			
		criticism of	presentations are			
		national exams	averaged to form			
		as a form of evaluation of	a weighted			
		learning	assignment grade			
		outcomes in	(2)			
		Indonesia	4.3. Subsummative			
		Explaining the	test (UTS) is			
		uniqueness of	carried out once			
		students as learning	accessing			
		subjects and	relevant indicators			
		their influence	through a written			
		on the learning	•			
		process	exam is given a			
		Outlining	weight (3)			
		various forms of	5.4. Summative			
		development	tests (UAS) are			
		in	carried out to			
		motor/physical	measure several			
		aspects,	indicators that			
		cognitive	have been			
		development and	selected			
		development	proportionally,			
		of moral	given weights (3)			
		aspects	6.The final NA is			
		Developing	(participation			
		every aspect	value x2)			
		of the learning process	(assignment			
		Presenting	value x 3) (UTS			
		material using	value x 2) UAS			
		media or other	,			
		media clearly	value (3) divided			
			by 10			
			7.Written sheet			
			8.S			
					l	

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8	UTS	Criteria:	2 7 50		0%
		1.The assessment	3 X 50		
		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	1		
		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,	1		
		given weights (3)	1		
		6.The final NA is			
		(participation			
		value x2)			
		(assignment	1		
		value x 3) (UTS			
		value x 2) UAS			
		value (3) divided			
		by 10			
		7.Written sheet			

9	Understanding	Determine	Criteria:	Lectures,		0%
	curriculum development as a way to increase competence according to the demands of science and technology developments and their problems	German language material according to the curriculum and time allocation	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	discussions, reflections 3 X 50		070

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10	Understand how to prepare the RPP syllabus based on K 13	Determine German language material mate	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 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%

11	Develop syllabus and	Determine	Criteria:	Workshop		0%
	Develop syllabus and lesson plans based on KTSP and K 13	German language material according to the curriculum and time allocation	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	3 X 50		

12	Develop syllabus and lesson plans based on KTSP and K 13	Determine German language material according to the curriculum and time allocation	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 grade") (assignment grade%2 3) (UTS grade%2 2) UAS grade (3) divided by 10 7.Written sheet	Workshop 3 X 50		0%

13	Develop syllabus and	Determine	Criteria:	Workshop		0%
	Develop syllabus and lesson plans based on KTSP and K 13	German language material according to the curriculum and time allocation	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	3 X 50		070

	1	_		1	ı	1
14	Experience PBM practice	Skilled in implementing direct learning models and scientific approaches responsibly following the model's syntax	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 3) (UTS value x 2) UAS value (3) divided by 10 7.Written sheet	Peer teaching and reflection 6 X 50		0%

1				ı	T	1	ı
	xperience PBM actice	Skilled in implementing direct learning models and scientific approaches responsibly following the model's syntax	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	Peer teaching and reflection 6 X 50			0%

16	UAS	UAS	Criteria:	Doing		0%
10	OAS	0/3	1.The assessment	3 X 50		090
			is carried out on	Assignments		
			the following	3		
			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	1		
			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	1		
			value x2)			
			(assignment			
			value x 3) (UTS			
			value x 2) UAS	1		
			value (3) divided	1		
			by 10 7.Written sheet			
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Evaluation Percentage Recap: Project Based Learning

		20111019 0 1 10 01	 ,	
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.
- 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.
- 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.
- 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.