



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																																										
Study the School Curriculum	8820703162		T=3 P=0 ECTS=4.77	4	July 18, 2024																																										
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																										
		Dwi Imroatu Julaikah, S.Pd., M.Pd.																																										
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																																													
Short Course Description	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: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
References	<p>Main :</p> <ol style="list-style-type: none"> 1. Anderson, Le.W. dan Kreathwohl, D.R. 2001. A Taxonomy For Learning, Teaching, And Assesssing: A Revision of Bloom,s Taxonomy of Educational Objectives. New York. Longman. 2. Bruner, J. 1996. The Culture of Education. Cambridge, MA: Harvard University Press. 3. Calabrese Barton, A. 1998. Reframing &ldquoscience for all&rdquo through the politics of poverty. Educational Policy, 12, 525-541. 4. http://www.ase.org.uk/documents/principles-and-big-ideas-of-science-education. 5. Harding, S. 1998. Is Science Multicultural? Postcolonialisms, Feminisms, and Epistemologies. Bloomington: Indiana University Press. 6. Kemendikbud. 2013. Peraturan Pemerintah No.32 Tahun 2013 tentang perubahan atas PP No. 19 tahun 2005 tentang Standar Nasional pendidikan (Lembar Negara RI Tahun 2013 No.71, Tambahan Lembar Negara). Jakarta. 7. Kemendikbud. 2013. Permendikbud No.54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah. Jakarta. 8. Kemendikbud. 2013. Permendikbud No.64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah. Jakarta. 9. Kemendikbud. 2013. Permendikbud No.65 Tahun 2013 tentang Standar proses Pendidikan Dasar dan Menengah. Jakarta. 10. Kemendikbud. 2014. Permendikbud No.66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah. Jakarta. 11. Kemendikbud. 2013. Permendikbud No.69 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah. Jakarta. 12. Kemendikbud. 2013. Permendikbud No.69 Tahun 2013 tentang Implementasi Kurikulum. Jakarta 13. UU No 20 tahun 2003 tentang Sistem Pendidikan Nasional (lembar Negara RI tahun 2003 No. 78, Tambahan lembar Negara RI No. 4301). Jakarta. 14. Young, Jolee. And Elaine Chapman. 2010. Generic Competency Frameworks: a Brief Historical Overview. Education Research and Perspectives, Vol.37. No.1. The University of Western Australia. <p>Supporters:</p>																																														
Supporting lecturer	Drs. Suwarno Imam Samsul, 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	Understand the issues related to textbooks	<ul style="list-style-type: none"> - - Can explain the influence of textbooks - - Can explain the role of textbooks in education - - Can explain the views of educational experts on textbooks - - Can explain the conditions of textbook use in the world of education today - 	Criteria: Scoring	Presentation / Discussion 3 X 50			0%
2	Understanding Assessment Standards in the 2013 Curriculum Understanding the Concept of Class Assessment and Assessment of Attitude Competency Achievement	<ul style="list-style-type: none"> - Can explain Class Assessment - Can explain Characteristics of Class Assessment - Can explain Class Assessment Techniques - Can explain Attitude Competency Achievement Assessment - Can explain Knowledge Competency Achievement Assessment - Can explain examples of student learning outcomes reports - Can explain K13 development concepts - Can Explain the changes in the 2013 Curriculum - Can explain the advantages and disadvantages of K 13 	Criteria: <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 	Presentation, Discussion 3 X 50			0%

3	<p>Understanding the Development of the 2013 Curriculum Understanding the Development of Teaching Materials in the context of implementing the 2013 Curriculum</p>	<p>- Can explain the concept of K13 development - Can explain the changes in the 2013 Curriculum - Can explain the advantages and disadvantages of K13 - Can explain the development of teaching materials - Can explain the steps for preparing teaching materials</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 	<p>Presentations and discussions and lectures 3 X 50</p>			0%
4	<p>Understanding Local Content Curriculum</p>	<p>- Can explain the meaning of Local Content - Can explain what a Local Content curriculum is - Can explain</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 	<p>Discussion, presentation, lecture, question and answer 3 X 50</p>			0%

5	Understand the steps in writing a textbook	<p>-- Can explain the analysis of the need for writing textbooks --</p> <p>-- Can compile a map of teaching materials for the purposes of writing textbooks according to the field of interest --</p> <p>-- Can prepare textbooks starting from the planning, implementation and consolidation stages according to the field of study of interest</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 x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 	Lectures, discussions, presentations, questions and answers 3 X 50			0%
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6	Understand the selection and use of textbooks	<ul style="list-style-type: none"> - Can explain the general basis for selecting and using textbooks - Can explain and apply the steps for selecting textbooks - Can explain and apply the steps for using textbooks 	<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 	Presentation, questions and answers 3 X 50			0%
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7	Understanding textbook assessments	<p>- Can explain Feasibility Assessment of content - Can explain Feasibility Assessment of Presentation - Can explain Feasibility Assessment of language - Can explain Feasibility Assessment of graphics</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 	Presentation / Discussion 3 X 50			0%
8	UTS	Can master material 1-4	<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 	Doing 3 X 50 assignments			0%

9	Understand the problems surrounding textbooks	<ul style="list-style-type: none"> - Can explain Kertait problems with the function of textbooks - - Can explain Kertait problems with textbook usage regulations - - Can explain Kertait problems with the impact of textbook usage regulations - - Can explain Kertait problems with textbook monopoly - - Can explain problems related to 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Muslich, Masnur. 2010. Book Writing Texts: Basics of Understanding, Writing and Using Textbooks. 2. Jogjakarta: Ar-Ruz Media 3.2. Hasibuan, Lias. 2010. Curriculum and Educational Thinking. Jakarta: Gaung Persada 4.3. Dakir. 2004. Curriculum Planning and Development. Jakarta: Rineka Cipta. 5.4. Suryosubroto. 2005. Curriculum Management. Jakarta: Rineka Cipta 6.5. Imas Kurniasih. 2013. Implementation of the 2013 Curriculum. Kata Pena. Yogyakarta 	Presentation / Discussion 3 X 50		0%
10	Understand the curriculum and the history of its implementation	<ul style="list-style-type: none"> - Can explain the curriculum more closely - - Can explain the curriculum from time to time - - Can explain the various types of curriculum in Indonesia - - Can explain various curriculum models - - Can explain the concept of curriculum development - - Can explain several curriculum development models 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Muslich, Masnur. 2010. Book Writing Texts: Basics of Understanding, Writing and Using Textbooks. 2. Jogjakarta: Ar-Ruz Media 3.2. Hasibuan, Lias. 2010. Curriculum and Educational Thinking. Jakarta: Gaung Persada 4.3. Dakir. 2004. Curriculum Planning and Development. Jakarta: Rineka Cipta. 5.4. Suryosubroto. 2005. Curriculum Management. Jakarta: Rineka Cipta 6.5. Imas Kurniasih. 2013. Implementation of the 2013 Curriculum. Kata Pena. Yogyakarta 	Presentation/Discussion 3 X 50		0%

11	Change of KTSP curriculum to 2013 curriculum	<ul style="list-style-type: none"> - Can explain the background of the curriculum - Can explain the advantages and disadvantages of K 13 - Can explain the learning methods or models that can be applied to K 13 - Can explain the differences between the KTSP Curriculum and K 13 	<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 	Presentation, Discussion 3 X 50			0%
12	Understanding Assessment Standards in the 2013 Curriculum	<ul style="list-style-type: none"> - Can explain the meaning of assessment and authentic assessment - Can explain the principles and approaches to assessment - Can explain the scope and techniques of assessment instruments - Can explain the scale of grades on the K 13 report card 	<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 	Presentation/Discussion 3 X 50			0%

13	Concept of Class Assessment and Attitude Competency Achievement	<p>- Can explain Class Assessment - Can explain Characteristics of Class Assessment - Can explain Class Assessment Techniques - Can explain Attitude Competency Achievement Assessment - Can explain Knowledge Competency Achievement Assessment - Can explain examples of student learning outcomes reports</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 	Presentation 3 X 50			0%
14	Understanding 2013 Curriculum Development	<p>- Can explain the concept of K13 development - Can explain the changes in the 2013 Curriculum - Can explain the advantages and disadvantages of K13</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 	Presentation, Discussion 3 X 50			0%

15	Understanding the development of teaching materials in the context of implementing the 2013 Curriculum	- Can explain the development of teaching materials - Can explain the steps for preparing teaching materials	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	Presentation, Discussion 3 X 50			0%
16	UAS	Can master material 5-8	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	Doing 3 X 50 Assignments			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.