



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													
Review the curriculum	8820702249		T=2 P=0 ECTS=3.18	3	July 16, 2024													
AUTHORIZATION	SP Developer	Course Cluster Coordinator		Study Program Coordinator														
	Dwi Imroatu Julaikah		Dwi Imroatu Julaikah, S.Pd., M.Pd.														
Learning model	Case Studies																	
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.																
	PLO-17	Able to carry out translations from German to Indonesian at level B1 plus CEFR professionally in accordance with scientific responsibilities																
	Program Objectives (PO)																	
	PO - 1	Providing knowledge and mastery of curriculum design concepts, competency formulation, study substance in theory and its application used in German language learning in high schools, vocational schools, educational & training institutions																
	PLO-PO Matrix																	
		P.O	PLO-5	PLO-17														
		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	Providing knowledge and mastery of curriculum design concepts, competency formulation, study substance in theory and application used in German language learning in high schools, vocational schools, educational & training institutions. This course has a weight of 3 credits. The field of MK study is in the form of policies, competency formulation, study substance, indicators and assessments. Lecture activities are theoretical and practical. This MK evaluation consists of a written test, participation in class, and assignment presentations.																	
References	Main :																	
	<ol style="list-style-type: none"> 1. Anderson, Le.W. dan Kreathwohl, D.R. 2001. A Taxonomy For Learning, Teaching, And Assessing: 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. 																	
	Supporters:																	
	<ol style="list-style-type: none"> 1. Sumber lain terkait 2. Dakir. 2004. Perencanaan dan Pengembangan Kurikulum. Jakarta: Rineka Cipta. 3. Imas Kurniasih.2013. Implementasi Kurikulum 2013.Kata Pena. Yogyakarta 4. Hasibuan, Lias. 2010. Kurikulum dan Pemikiran Pendidikan. Jakarta: Gaung P 5. Suryosubroto. 2005. Tatalaksana Kurikulum. Jakarta: Rineka Cipta 																	

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	Lecture techniques and understanding at a glance about the curriculum	Lecture techniques and understanding at a glance about the curriculum	Criteria: Scoring 1-100 Form of Assessment : Participatory Activities	Presentation / Discussion 2 X 50	Presentation / Discussion 2x50	Material: About lecture techniques and understanding at a glance about the curriculum Library: <i>Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates. Jakarta.</i>	100%
2	Understanding the 2013 Curriculum and MBKM - curriculum definition, benefits, etc	- Can explain curriculum 13 and MBKM curriculum	Form of Assessment : Project Results Assessment / Product Assessment	Presentation, Discussion 2 X 50	Presentation, Discussion 2 X 50	Material: - Can explain curriculum 13 and the MBKM curriculum Library: <i>Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 69 of 2013 concerning the Basic Framework and Curriculum Structure for Senior High Schools/Madrasah Aliyah. Jakarta.</i>	100%

3	<p>Understanding the Development of the 2013 Curriculum</p> <p>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</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 <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Presentations and discussions and lectures 2 X 50</p>	<p>Presentations and discussions and lectures 2x50</p>	<p>Material: - 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>Library: <i>Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 69 of 2013 concerning the Basic Framework and Curriculum Structure for Senior High Schools/Madrasah Aliyah. Jakarta.</i></p>	1100%
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4	Understanding the Local Content Curriculum, emergency curriculum	- Can explain the meaning of local content - Can explain what an emergency curriculum is	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	Discussion, presentation 2X 50	Discussion, presentation 2x50	Material: Can explain the meaning of local content - Can explain what an emergency curriculum is Reader: <i>Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 54 of 2013 concerning Competency Standards for Primary and Secondary Education Graduates. Jakarta.</i>	100%
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5	Understand learning objectives, SK KD and assessment	-Understand learning objectives, SK KD and assessment	<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 x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Presentation and discussion 2 X 50	Presentation and discussion 2x50	<p>Material: Understanding learning objectives, SK KD and assessment</p> <p>Reference: <i>Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 64 of 2013 concerning Content Standards for Primary and Secondary Education. Jakarta.</i></p>	100%
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6	Understanding the curriculum and teaching materials (selection and use of textbooks)	<p>- 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>	<p>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</p> <p>Form of Assessment : Participatory Activities</p>	Presentation, questions and answers 2 X 50	Presentation, questions and answers 2x50	<p>Material: Understanding the curriculum and teaching materials (selection and use of textbooks) Library: <i>Ministry of Education and Culture. 2014. Minister of Education and Culture Regulation No. 66 of 2013 concerning Primary and Secondary Education Assessment Standards. Jakarta.</i></p> <p>Material: - 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> <p>References: <i>Anderson, Le.W. and Kreathwohl, DR 2001. A Taxonomy For Learning, Teaching, And Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York. Longman.</i></p>	100%
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7	Understanding textbook assessments for language teaching (German)	- Can explain the Feasibility Assessment of content - Can explain the Feasibility Assessment of Presentation - Can explain the Feasibility Assessment of language	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 Form of Assessment : Participatory Activities	Presentation / Discussion 2 X 50	Presentation / Discussion 2x50	Material: Understanding and assessing textbooks for language teaching (German) Literature: ----- Material: about Content Feasibility Assessment - Presentation Feasibility Assessment - Language Feasibility Assessment Library: ----- Material: regarding Content Feasibility Assessment - Presentation Feasibility Assessment - Language Feasibility Assessment Library: Ministry of Education and Culture. 2014. Minister of Education and Culture Regulation No. 66 of 2013 concerning Primary and Secondary Education Assessment Standards. Jakarta.	0%
8	UTS	Can master material 1-7	Criteria: 1. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 2. The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 Form of Assessment : Test	Quiz 3 X 50	Quiz	Material: Quiz Literature: Law No. 20 of 2003 concerning the National Education System (State Sheet of the Republic of Indonesia of 2003 No. 78, Supplement to State Sheet of the Republic of Indonesia No. 4301). Jakarta.	100%
9	Can explain the function and use of textbooks and the suitability of the applicable curriculum	- Can explain the function and use of textbooks and the suitability of the applicable curriculum	Form of Assessment : Test	Presentation / Discussion 2 X 50	presentation 2x50	Material: Can explain the function and use of textbooks and the suitability of the applicable curriculum Reader: Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 65 of 2013 concerning Standards for Primary and Secondary Education processes. Jakarta.	100%

10	Curriculum review of 13 German languages (1) KD-SKKD- Class X learning objectives	Curriculum 13 German languages (1) KD and SKKD class X	<p>Criteria: Demonstrate the performance of curriculum surgery results</p> <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	Presentation/Discussion 3 X 50	Presentation/Discussion	<p>Material: Curriculum review of 13 German languages (1) KD-SKKD- Class X learning objectives Library: 3. Dakir. 2004. <i>Curriculum Planning and Development</i>. Jakarta: Rineka Cipta.</p>	100%
11	1. 2. Curriculum review of 13 German languages (1) KD-SKKD- Class X1 learning objectives	Curriculum review of 13 German languages (1) KD-SKKD- Class X1 learning objectives	<p>Criteria: able to master the 13 German language curriculum (1) KD-SKKD- Class X1 learning objectives</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Presentation, Discussion 2 X 50	Presentation, Discussion 2x50	<p>Material: about the German 13 language curriculum (1) KD-SKKD- Learning objectives for class X1 Library: Imas Kurniasih.2013. <i>Implementation of the 2013 Curriculum</i>. Kata Pena. Yogyakarta</p> <hr/> <p>Material: Curriculum review for 13 German languages (1) KD-SKKD- Learning objectives for class X1 Library: Imas Kurniasih.2013. <i>Implementation of the 2013 Curriculum</i>. Kata Pena. Yogyakarta</p>	100%
12	Curriculum review of 13 German languages (1) KD-SKKD- Class X11 learning objectives	Understanding Surgical Curriculum 13 German (1) KD-SKKD- Class X11 learning objectives	<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 x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Presentation/Discussion 2 X 50	Presentation/Discussion 2x50	<p>Material: Curriculum review for 13 German languages (1) KD-SKKD- Learning objectives for class X11 Library: Suryosubroto. 2005. <i>Curriculum Management</i>. Jakarta: Rineka Cipta</p>	100%

13	Curriculum review - Class Assessment and Attitude Competency Achievement Assessment	- 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	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	Presentation 2 X 50	Presentation 2x50	Material: Curriculum review - Class Assessment and Assessment of Attitude Competency Achievement Library: <i>Ministry of Education and Culture. 2014. Minister of Education and Culture Regulation No. 66 of 2013 concerning Primary and Secondary Education Assessment Standards. Jakarta.</i>	100%
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14	Curriculum Review - making lesson plans and RPs based on the German language curriculum	Curriculum understanding - making lesson plans and lesson plans based on the German language curriculum	<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 x 2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 	discussion and performance of the results of the RPP and RPs 3 X 50	discussion and performance of RPP and RPs results	<p>Material: Curriculum Review - making RPPs and RPs based on the German language curriculum Library: <i>Ministry of Education and Culture. 2013. Minister of Education and Culture Regulation No. 69 of 2013 concerning the Basic Framework and Curriculum Structure for Senior High Schools/Madrasah Aliyah. Jakarta.</i></p>	100%
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15	Curriculum review- RPP and RPS (2)	work results from RPPs and RPs based on the German language curriculum	<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 <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	discussion and performance of the results of the RPP and RPs (2) 2 X 50	discussion and performance of the results of the RPP and RPs (2) 2x50	<p>Material: curriculum- RPP and RPS (2) Library: <i>Dakir. 2004. Curriculum Planning and Development. Jakarta: Rineka Cipta.</i></p>	0%
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16	UAS	Can master material 1-15	<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 <p>Form of Assessment : Test</p>	Quiz 2 X 50	quiz 2x50	<p>Material: curriculum- RPP and RPS (2) Library: <i>Dakir. 2004. Curriculum Planning and Development. Jakarta: Rineka Cipta.</i></p>	100%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	783.33%
2.	Project Results Assessment / Product Assessment	783.33%
3.	Portfolio Assessment	183.33%
4.	Practice / Performance	50%
5.	Test	300%
		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.

