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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Basic BIPA Learning		8820102187			T=2	P=0	ECTS=3.18	3	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**		
		....		Hespi Septiana, M,Pd			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.		

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-5	Contribute to improving the quality of life of the community, nation and state as well as progressing changes based on Pancasila
	Program Objectives (PO)	
	PO - 1	Utilizing science and technology as a medium for solving problems and communicating ideas through appropriate Indonesian sentence structure
	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 equips students to master various BIPA learning strategies. The topics discussed are basic concepts of learning approaches, methods and strategies, various learning strategies, problems using learning strategies and their solutions, various BIPA learning assessment techniques and strategies

References	**Main :**

1. Iskandarwassid dan Dadang Sunenar. 2009. Strategi Pembelajaran Bahasa. Bandung: PT Remaja Rosdakarya. Istanti, Wati. 2015. Metode Suku Kata: Cara Praktis Belajar Membaca bagi Pembelajar BIPA Tingkat Pemula. Makalah disajikan dalam Seminar Nasional di Universitas Sebelas Maret Surakarta Tanggal 25 April 2015 _____. 2015. Strategi Pembelajaran BIPA di Luar Negeri. Makalah disajikan dalam SEMAR BIPA1 Tanggal 15 Oktober 2015 di Universitas Negeri Semarang. Semarang. Kusmiatun, Ari. 2015. Mengenal BIPA (Bahasa Indonesia Bagi Penutur Asing) dan Pembelajarannya. Yogyakarta: K-Media. Magnan, Sally Sieloff dan Walz, Joel. 2002. Pedagogical Norms: Devel- opment of Concept and Illustrations from Frenc Susan M, dkk (eds.). 2002. Pedagogical Norms for Second and Foreign Language Learning and Teaching. Philadelphia: John Ben- jamins Publishing Company. Stern, H.H. 1983. Fundamental Concepts of Language Teaching. Oxford: Oxford University Press.
2. 1. Pangesti, Fida dan Budi, Arif. 2018. Pengembangan Bahan Ajar BIPA Berbasis Lintas Budaya Melalui Pendekatan Kontekstual Komunikatif. Jurnal pendidikan bahasa, VOL7, No 2.
3. 2. Brown, H.D. 2008. Prinsip Pembelajaran dan Pengajaran Bahasa. Jakarta: Kedubes USA (Person Education Inc.) pen: Noor Cholis & Yusi A. Pareanom. CLS. 2012. (Online)
4. 3. Suyitno, I. 2004. Pengetahuan Dasar BIPA: Pandangan Teoretis Belajar Bahasa. Yogyakarta: Grafika Indah.
5. 4. Suyitno, I. 2005. Bahasa Indonesia untuk Penutur Asing: Teori, Strategi, dan Aplikasi Pembelajarannya. Yogyakarta: CV. Grafika Indah

	Supporters:

1. 5. Adi Suryanti, Aiwa, dan Eko Wahyuni Rahayu. 2019. "Upaya Laboratorium Remo Surabaya (Lrs) Dalam Mempertahankan Eksistensi Tari Remo." APRON Jurnal Pemikiran Seni Pertunjukan 2(12).
2. 6. Arwansyah, Yanuar Bagas, Sarwiji Suwandi, and Sahid Teguh Widodo. 2016. "Revitalisasi Peran Budaya Lokal Dalam Materi Pembelajaran Bahasa Indonesia Bagi Penutur Asing (BIPA)." Prosiding (1):915–20.
3. 7. Astika, Gusti. Penelitian Bahasa Indonesia Sebagai Bahasa Asing: LatarBelakang, Landasan Teoritis Dan Prosedur Pengumpulan Data. Salatiga.

Supporting lecturer	Prima Vidya Asteria, S.Pd., M.Pd. Hespi Septiana, 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 contract and explain the nature of learning Indonesian for foreign speakers	Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Test rubric: explains information about BIPA developments within and outside the country **Form of Assessment** : Participatory Activities	2 X 50 Discussion Questions and Answers		**Material:** the essence of learning Indonesian for foreign speakers **References:** *1. Pangesti, Fida and Budi, Arif. 2018. Development of Cross-Cultural Based BIPA Teaching Materials Using a Communicative Contextual Approach. Journal of language education, VOL7, No 2.*	10%
2	Explaining BIPA standardization	1. Can explain BIPA standardization. Can differentiate BIPA standardization between CEFR and PPSDK. 2. Answering sequentially, completely and precisely, the score is 5 Answering sequentially, completely and inaccurately, the score is 3 Answering not sequentially, incompletely and inaccurately, the score is 2 Answering but incorrectly, the score	**Criteria:** Riteria: Rubric Test: explains the cultural differences of various countries **Form of Assessment** : Participatory Activities	Flipped Classroom Learning. Students study and compare BIPA standardization between CEFR and PPSDK through structured assignments. 2 X 50		**Material:** 2. Cross-cultural understanding **Reference:** *3. Suyitno, I. 2004. Basic Knowledge of BIPA: Theoretical Views of Language Learning. Yogyakarta: Beautiful Graphics.*	0%
3	Explain learning indicators/outcomes for BIPA students	1. Can explain SKL in the latest version of BIPA Learning. Can group BIPA SKL based on competency/skill aspects 2. Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Rubric Test: explains East Javanese culture taught in BIPA learning	Students focus on the elaboration of the BIPA SKL from the Ministry of Education and Culture. Students discuss topics given by the lecturer online and do assignments and then upload them 2 X 50		**Material:** indicators/learning outcomes for BIPA students **Reference:** *3. Suyitno, I. 2004. Basic Knowledge of BIPA: Theoretical Views of Language Learning. Yogyakarta: Beautiful Graphics.* **Material:** learning indicators/outcomes for BIPA students **Reference:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	0%

4	Identifying class characteristics and BIPA Learners	1. Identifying and differentiating class characteristics and BIPA students (in the country and abroad) 2. Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Rubric Test: explains BIPA teaching strategies at home and abroad	2 X 50		**Material:** 6. Class characteristics and bipa learners **Reference:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	0%
5	Identifying class characteristics and BIPA Learners	1. Identifying and differentiating class characteristics and BIPA students (in the country and abroad) 2. Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Test rubric: explains BIPA standardization **Form of Assessment** : Test	Inquiry Modeling Questions and answers 2 X 50		**Material:** 6. Class characteristics and bipa learners **Reference:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	0%
6	Explains the text-based approach in BIPA learning in an integrative manner from four aspects	Explain and detail text-based approaches in BIPA learning.	**Form of Assessment** : Practice / Performance	Questions and answers Inquiry 2 X 50		**Material:** text-based approach in integrative BIPA learning from four **Library aspects:** *1. Pangesti, Fida and Budi, Arif. 2018. Development of Cross-Cultural Based BIPA Teaching Materials Using a Communicative Contextual Approach. Journal of language education, VOL7, No 2.*	20%

7	Explains the BIPA learning methodology in accordance with curriculum standardization	1.Mention the various methods in learning BIPA 2.Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Rubric Test: Explains the achievement indicators of BIPA teachers and students in accordance with BIPA standards **Form of Assessment** : Project Results Assessment / Product Assessment	students watch a video about learning BIPA abroad - Australia - then discuss online about methods in learning BIPA and do assignments 2 X 50		**Material:** BIPA learning methodology in accordance with curriculum standardization **References:** *3. Suyitno, I. 2004. BIPA Basic Knowledge: Theoretical Views of Language Learning. Yogyakarta: Beautiful Graphics.*	20%
8	UTS			2 X 50			0%
9	Assessment in BIPA learning for four aspects along with assessment instruments	Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Test rubric: explains BIPA Class and Learner Characteristics	Questions and answers for Group Discussion 2 X 50		**Material:** assessment in BIPA learning Aspects of BIPA learning assessment **Library:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	0%
10	Identifying BIPA learning problems	1.Mentioning problems in BIPA learning. Identifying problems in BIPA learning at home and abroad 2.Answering sequentially, completely and precisely, the score is 5 Answering sequentially, completely and inaccurately, the score is 3 Answering not sequentially, incompletely and inaccurately, the score is 2 Answering but incorrectly, the score	**Criteria:** Criteria: Test rubric: explains the Text-Based Approach in BIPA Learning	Flipped Classroom Learning. Students study concepts and work on practice questions about BIPA learning problems encountered at home and abroad 2 X 50		**Material:** problems in BIPA learning Identifying BIPA learning problems at home and abroad **References:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	0%
11	Identifying BIPA learning problems	1.Identify BIPA learning problems at home and abroad 2.Answering sequentially, completely and precisely, the score is 5 Answering sequentially, completely and inaccurately, the score is 3 Answering not sequentially, incompletely and inaccurately, the score is 2 Answering but incorrectly, the score		2 X 50		**Material:** Identifying BIPA learning problems at home and abroad **References:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	0%

12	Solutions to BIPA learning problems	1.Find solutions related to problems in BIPA learning 2.Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Rubric Test: explains the methods in learning BIPA	Study groups to solve problems in BIPA learning, at home and abroad. - Inquire 2 X 50		**Material:** problems in BIPA learning, at home and abroad **References:** *2. Brown, HD 2008. Principles of Language Learning and Teaching. Jakarta: USA Embassy (Person Education Inc.) pen: Noor Cholis & Yusi A. Pareanom. CLS. 2012. (Online)*	0%
13	Solutions to BIPA learning problems	1.Finding solutions related to problems in BIPA learning. Explaining other innovative solutions that can be developed from other possible problems found. 2.Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Criteria:** Criteria: Test rubric: explanation of the types of BIPA teaching methods	Study groups to solve problems in BIPA learning, at home and abroad. - Inquire 2 X 50		**Material:** BIPA learning problems **References:** *3. Suyitno, I. 2004. Basic Knowledge of BIPA: Theoretical Views of Language Learning. Yogyakarta: Beautiful Graphics.*	0%
14	Example of effective BIPA learning strategy design (sit in class in BIPA class)	1.Comment on examples of effective BIPA learning strategy designs. Explain the effectiveness of learning strategies in BIPA classes 2.Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1	**Form of Assessment** : Project Results Assessment / Product Assessment	Students discuss online based on observations of examples of realistic BIPA learning strategy designs 2 X 50		**Material:** design of effective BIPA learning strategies (sit in class in BIPA class) **References:** *4. Suyitno, I. 2005. Indonesian for Foreign Speakers: Theory, Strategy and Learning Applications. Yogyakarta: CV. Beautiful Graphics*	30%

| 15 | Examples of BIPA learning strategy designs from levels, aspects, methods and assessments | 1.Practicing BIPA learning strategies in small forums in class 2.Answering sequentially, completely and precisely, the score is 5 Answering sequentially, completely and inaccurately, the score is 3 Answering not sequentially, incompletely and inaccurately, the score is 2 Answering but incorrectly, the score | **Criteria:** Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1 **Form of Assessment** : Project Results Assessment / Product Assessment | Inquiry Constructivism Learning Experience 2 X 50 | | **Material:** BIPA learning strategy design from levels, aspects, methods and assessments **References:** *3. Suyitno, I. 2004. Basic Knowledge of BIPA: Theoretical Views of Language Learning. Yogyakarta: Beautiful Graphics.* | 20% |
| 16 | Examples of BIPA learning strategy designs from levels, aspects, methods and assessments | 1.Practicing BIPA learning strategies in small forums in class 2.Answering sequentially, completely and precisely, the score is 5 Answering sequentially, completely and inaccurately, the score is 3 Answering not sequentially, incompletely and inaccurately, the score is 2 Answering but incorrectly, the score | **Criteria:** Answering sequentially, completely and precisely, the score is 5. Answering sequentially, completely and inaccurately, the score is 3. Answering incorrectly, incompletely and inaccurately, the score is 2. Answering but incorrectly, the score is 1 **Form of Assessment** : Project Results Assessment / Product Assessment | Inquiry Constructivism Learning Experience 2 X 50 | | **Material:** BIPA learning strategy design from levels, aspects, methods and assessments **References:** *3. Suyitno, I. 2004. Basic Knowledge of BIPA: Theoretical Views of Language Learning. Yogyakarta: Beautiful Graphics.* | 20% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	90%
3.	Practice / Performance	20%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.