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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Indonesian Textbooks		8820104106		**T=4**	**P=0**	**ECTS=6.36**	6	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**		
		....		....		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.		

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	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

Short Course Description	Course Description: Textbook development by utilizing the concept of textbook preparation to produce a prototype of a school Chinese language textbook to be presented in class discussions and exhibitions/shows of study program work through class meeting activities and simulations.

References	**Main :**

1. Referensi :
2. Alwasilah, A. Chaedir. 2005. Model Buku Pelajaran Bahasa Inggris SMP Kelas VII: Panduan Pengembangan. Depdiknas : Jakarta.
3. Depdiknas. 2005. Pedoman Pengembangan Buku Pelajaran. Jakarta : Pusat Perbukuan.
4. Nunan, David. 1989. The Designing Task for the Communicative Classroom. Cambridge: Cambridge University Press.
5. Prastowo, Andi. 2011. Panduan Kreatif Membuat Bahan Ajar Inovatif : Menciptakan Metode Pembelajaran yang menarik dan menyenangkan. DIVA Press : Yogyakarta.
6. Putra, R. Masri Sareb. 2007. How to write your own text book : cara cepat dan asyik membuat buku ajar yang powerful. Kolbu : Bandung
7. Royan F. M., 2011. Cara Mudah Menulis Buku Best Seller. Masmedia Buana Pustaka: Sidoarjo.
8. Sumardi. 2000. Panduan Penelitian, Pemilihan, Penggunaan, dan Penyusunan Buku Pelajaran Bahasa Indonesia Sekolah Dasar sebagai Sarana Pengembangan Kepribadian, Penalaran, Kreativitas, dan Keterampilan Berkomunikasi Anak. Jakarta: Grasindo.
9. Tomlinson, Brian. 1998. Materials Developments in Language Teaching. Cambridge: Cambridge University Press.

	Supporters:

Supporting lecturer	Prof. Dr. H. Bambang Yulianto, M.Pd. Dr. Syamsul Sodiq, M.Pd. 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)

			Criteria				
1	Understanding the influence on readers, books in the world of education, the condition of books in Indonesia, expert views	1. Explaining the influence on readers, books in the world of education, 2. The condition of books in Indonesia, 3. Experts' views	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50			0%
2	Utilizing science and technology as a tool to help solve problems related to textbook problems. Applying the results of studies on the function of textbooks, using textbooks, writing textbooks, problems with Mandarin textbooks. Making strategic decisions based on data and information and providing ideas to analyze various solutions to overcome problems. textbook	1. Explain the problems of textbooks 2. Utilizing the internet to search for data sources regarding functional problems, usage regulations, impacts, writing Chinese language textbooks 3. Analyzing data from the internet regarding various solutions to overcome problems with Chinese textbooks	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50			0%
3	Utilizing science and technology as a tool to help solve problems related to textbook problems. Applying the results of studies on the function of textbooks, using textbooks, writing textbooks, problems with Mandarin textbooks. Making strategic decisions based on data and information and providing ideas to analyze various solutions to overcome problems. textbook	1. Explaining textbook problems 2. Utilize the internet to search for data sources about textbook function problems 3. Analyzing data from the internet for various solutions to overcome problems with Chinese textbooks	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50			0%
4	Utilizing science and technology as a tool to help solve problems related to textbook problems. Applying the results of studies on the function of textbooks, using textbooks, writing textbooks, problems with Mandarin textbooks. Making strategic decisions based on data and information and providing ideas to analyze various solutions to overcome problems. textbook	1. Explaining textbook problems 2. Utilize the internet to search for data sources about problems related to textbooks 3. Analyzing data from the internet regarding various solutions to overcome problems with Chinese textbooks	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50			0%
5	Utilizing science and technology as a tool to help understand the concept of the nature of textbooks Mastering the concepts of indicators, characteristics, functions, values, categories, textbook figures	Explains the concepts of essence, indicators and characteristics	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50			0%

6	Utilizing science and technology as a tool to help understand the concept of the nature of textbooks Mastering the concepts of indicators, characteristics, functions, values, categories, textbook figures	Explains the concepts of the main function, other functions, and added value of the textbook	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50				0%
7	Utilizing science and technology as a tool to help understand the relationship between textbooks and learning components. Mastering techniques for cultivating literacy in schools	Explain the concept of the relationship between textbooks and learning components (curriculum, objectives, and teachers)	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50				0%
8	Utilizing science and technology as a tool to help understand the relationship between textbooks and learning components. Mastering techniques for cultivating literacy in schools	Explain the concept of the relationship between textbooks and learning components (students, media, and strategies)	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Discussion and presentation 2 X 50				0%
9	UTS		**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Revise the presentation paper based on input during the presentation 2 X 50				0%
10	Understanding the concept Steps for writing a textbook Selecting and using a textbook Assessing a textbook Identifying materials in the curriculum (syllabus) Arranging material in several chapters Able to master the concept Compiling a book framework: Presentations in chapters, exercises/evaluations, and prepared media (in the form of pictures, photos, graphs, tables, etc	1.Explaining the steps for writing textbooks, assessing textbooks, identifying material in the curriculum 2.Explains techniques for arranging material in several chapters, compiling a book framework, presentation in chapters, training/evaluation and media	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Product assessment 2 X 50				0%

11	Understanding the concept Steps for writing a textbook Selecting and using a textbook Assessing a textbook Identifying materials in the curriculum (syllabus) Arranging material in several chapters Able to master the concept Compiling a book framework: Presentations in chapters, exercises/evaluations, and prepared media (in the form of pictures, photos, graphs, tables, etc	1. Explaining the steps for writing textbooks, assessing textbooks, identifying material in the curriculum 2. Explains techniques for arranging material in several chapters, compiling a book framework, presentation in chapters, training/evaluation and media	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Product assessment 2 X 50			0%
12	Utilizing science and technology as a tool to help understand textbooks	1. Explain the concept of textbook writing 2. Applying textbook writing analysis	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Performance assessment 2 X 50			0%
13	Utilizing science and technology as a tool to help understand textbooks	1. Explain the concept of textbook writing 2. Applying textbook writing analysis	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Performance assessment 2 X 50			0%
14	Utilizing science and technology as a tool to help understand textbooks	1. Explain the concept of textbook writing 2. Applying textbook writing analysis	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Performance assessment 2 X 50			0%
15	Utilizing science and technology as a tool to help understand concepts Developing textbooks based on the framework	1. Explains the concepts of forensic linguistics and linguistics and computerization 2. Apply textbook development analysis techniques	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Presentation and discussion 2 X 50			0%

16	Able to do UAS questions correctly Utilizing science and technology as a tool to help understand concepts Developing textbooks based on a framework	Able to produce textbook products according to the material taught	**Criteria:** 4: the description is correct 3: the description is generally correct, there is one aspect where the explanation is incorrect 2: the description is generally correct, there is more than one aspect where the explanation is incorrect 1: the description is incorrect	Presentation and discussion 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.