



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
Indonesian for Foreign Speakers	8820102025		T=2	P=0	ECTS=3.18	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			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						
	Program Objectives (PO)						
	PLO-PO Matrix						
		P.O					
Short Course Description	In this course, we examine the pedagogical and psychological aspects of teaching Indonesian to foreign speakers as well as micro and macro linguistics in teaching Indonesian to foreign speakers through class meeting activities, laboratory training, and simulations to produce Indonesian language learning tools for foreign speakers, which are includes a complete syllabus and lesson plans to be presented in class discussions and exhibitions/department work						
	References						
Supporting lecturer	Main :						
	1. Alwi, Hasan. 2008. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Balai Pustaka. 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) 3. Muslich, Masnur. 2008. Tata Bentuk Bahasa Indonesia . Jakarta: Bumi Aksara. 4. Muslich, Masnur. 2012. Fonologi Bahasa Indonesia: Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia. Bandung: Bumi Aksara. 5. Rombepajung, J.P. 1988. Pengajaran dan Pembelajaran Bahasa Asing . Jakarta: Depdikbud. 6. Susarno, Lamijan, Hadi dkk. 2007. Refleksi Pendidikan Masa Kini . Surabaya: Bintang. 7. Suyitno, I. 2004. Pengetahuan Dasar BIPA: Pandangan Teoretis Belajar Bahasa . Yogyakarta: Grafika Indah. 8. Suyitno, I. 2005. Bahasa Indonesia untuk Penutur Asing:Teori, Strategi, dan Aplikasi Pembelajarannya . Yogyakarta: CV. Grafika Indah						
	Supporters:						
Dr. Tengsoe Tjahjono, 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)

1	Identify aspects of pedagogy and psychology	<p>1.Explains aspects of pedagogy, including student understanding, learning design and implementation, evaluation of learning outcomes and student development in BIPA learning</p> <p>2.Identify psychological aspects, including environmental conditions in BIPA learning</p>	<p>Criteria:</p> <p>1.5: correct explanation 2.4: correct explanation in general, 3.there is 1 aspect that is not correct 4.3: correct explanation in general, 5.there is more than one aspect 6.not exactly 7.2: the explanation is correct 8.general, there are more than two aspects 9.Which 10.not exactly 11.1: correct explanation in general, 12.there are more than three more aspects 13.which is incorrect 14.0: no explanation 15.Correct</p>	<p>Explanations, questions and answers, discussions and assignments 2 X 50</p>		0%
2	Identify aspects of pedagogy and psychology	<p>1.Explains aspects of pedagogy, including student understanding, learning design and implementation, evaluation of learning outcomes and student development in BIPA learning</p> <p>2.Identify psychological aspects, including environmental conditions in BIPA learning</p>		2 X 50		0%
3	Identifying micro and macro linguistics	<p>1.Explains micro linguistics, including phonology, morphology, syntax and semantics in BIPA learning</p> <p>2.Identifying macro linguistics, including psycholinguistics, ethnolinguistics, and so on in BIPA learning</p>		2 X 50		0%

4	Identifying micro and macro linguistics	<ol style="list-style-type: none"> 1.Explains micro linguistics, including phonology, morphology, syntax and semantics in BIPA learning 2. Identifying macro linguistics, including psycholinguistics, ethnolinguistics, and so on in BIPA learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5: correct identification 2.4: correct identification in general, 3.there is 1 aspect that is not correct 4.3: correct identification in general, 5.there is more than one aspect 6.not exactly 7.2: correct identification 8.general, there are more than two aspects 9.which is incorrect 10.1: correct identification in general, 11.there are more than three more aspects 12.which is incorrect 13.0: no identification 14. Correct 	2 X 50			0%
5	Identify Indonesian pronunciation and accent	<ol style="list-style-type: none"> 1. Identify Indonesian pronunciation and accent 2. Pronounce Indonesian pronunciation and accent correctly 3. Compile phonetic transcriptions according to pronunciation and accent 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.5: correct identification 2.4: correct identification in general, 3.there is 1 aspect that is not correct 4.3: correct identification in general, 5.there is more than one aspect 6.not exactly 7.2: correct identification 8.general, there are more than two aspects 9.which is incorrect 10.1: correct identification in general, 11.there are more than three more aspects 12.who does not 13.appropriate 14.0: no identification 15. Correct 	<p>Explanations, questions and answers, discussions and assignments</p> <p>2 X 50</p>			0%
6	Identify word concepts and their structures	<ol style="list-style-type: none"> 1. Identify word concepts and their structures 2. Arrange words according to the Indonesian word structure 		2 X 50			0%
7	Identify the concept of combined words (groups of words) and their structure	<ol style="list-style-type: none"> 1. Identify the concept of word combination and its structure 2. Arrange word combinations according to the structure of Indonesian word combinations 		2 X 50			0%

8	UTS	UTS		UTS 2 X 50			0%
9	Composing sentences	1. Identify Indonesian sentence structures in discourse. 2. Arrange sentences according to Indonesian sentence structures		2 X 50			0%
10	Composing paragraphs	1.Explain the characteristics of a paragraph 2.Identifying the paragraph structure of a discourse 3.Arrange paragraphs according to writing rules.		2 X 50			0%
11	Compile student worksheets	1.Identify the components of a student worksheet 2.Compiling student worksheets in BIPA learning		2 X 50			0%
12	Develop learning media	Identifying learning media concepts Developing BIPA learning media		2 X 50			0%
13	Develop a learning evaluation plan	Identify various assessment techniques. Develop tools and practice evaluation in BIPA learning		2 X 50			0%
14	Arranging a semester program (syllabus)	1.semester program concept 2.Identify the components in the semester program 3.Develop a BIPA learning semester program		2 X 50			0%
15	Preparing weekly programs (RPS)	1.Explain the concept of the weekly program 2.Identify the components in the semester program 3.Prepare a weekly BIPA learning program	Criteria: 1.5: correct arrangement 2.4: correct arrangement in general, 3.there is 1 aspect that is not correct 4.3: correct arrangement in general, 5.there is more than one aspect 6.not exactly 7.2: correct arrangement 8.general, there are more than two aspects 9.which is incorrect 10.1: correct arrangement in general, 11.there are more than three more aspects 12.which is incorrect 13.0: no order 14.Correct	Explanations, questions and answers, discussions and assignments 2 X 50			0%
16	UAS	-	Criteria: -	- 2 X 50			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.