	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
Innovative Learning II		8820103092		T=3	P=0	ECTS=4.77		5	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	Discussion of aspects of strengthening educational academic competence and academic competence in the field of study and strengthening the initial abilities of prospective teachers in developing BSI learning tools and language skills through studying the curriculum and learning tools used by teachers, studying learning strategies, reviewing evaluation systems, designing lesson plans, developing media learning, developing teaching materials, and developing evaluation tools to produce various scientific papers which are presented in class discussions and departmental scientific activities
References	**Main :**

1.
Referensi:
Arend, Richard. 2001. Learning to Teach. New York: McGraw-Hill
Blandford, S. 2000. Managing Professional Development in Schools. London: Routledge.
Brown, H.D. 2008. Prinsip Pembelajaran dan Pengajaran Bahasa. Jakarta: Kedubes USA (Person Education Inc.) pen: Noor Cholis & Yusi A. Pareanom. CLS. 2012. (Online)
Diaz-Maggioli, Gabriel. 2004. Teacher Centered Professional Development. Alexandria, VA : Association for Supervision and Curriculum Development.
Jhonson Elaine B. 2002. Contextual Teaching and Learning. California: Corwin Press
Suyatno. 2004. Teknik Pengajaran Bahasa. Surabaya: SIC.

	Supporters:

Supporting lecturer	Prof. Dr. Suyatno, M.Pd. Yermia Nugroho Agung Wibowo, S.Pd., M.Pd. Prima Vidya Asteria, 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 nature of innovative language learning	Explain the nature of innovative language learning	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion Papers for groups 1 and 2 3 X 50			0%
2	Understanding the nature of innovative language learning	Explain the nature of innovative language learning	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion Papers for groups 1 and 2 3 X 50			0%
3	Understand the nature of talk shows and discussions	Explain the nature of talk shows and discussions	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion about the nature of talk shows and discussions Group 3 and 4 papers 3 X 50			0%
4	Understand the nature of talk shows and discussions	Explain the nature of talk shows and discussions	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion about the nature of talk shows and discussions Group 3 and 4 papers 3 X 50			0%
5	Drama or charade	Explains the concept of drama or play both in Indonesia and China	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion and presentation Group 5 and 6 3 X 50 papers			0%

6	Drama or charade	Explains the concept of drama or play both in Indonesia and China	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion and presentation Group 5 and 6 3 X 50 papers				0%
7	tell a story (tell a story)	Explains the concept of storytelling (telling a story) both in Indonesian and Mandarin	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion and presentation Group 7 and 8 3 X 50 papers				0%
8	tell a story (tell a story)	Explains the concept of storytelling (telling a story) both in Indonesian and Mandarin	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion and presentation Group 7 and 8 3 X 50 papers				0%
9	UTS	UTS	**Criteria:** UTS	Collect revisions to presentation papers based on input during presentations from groups 1 to group 9 3 X 50				0%
10	Understand the concept of learning models	Explaining learning models	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion and presentationGroups 1 and 2 3 X 50				0%
11	Understand the concept of learning models	Explaining learning models	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Discussion and presentationGroups 1 and 2 3 X 50				0%

12	Utilize music and songs that contain educational messages	1.Explain music and songs that contain educational messages 2.Music and song concept	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Group 3, 4 and 5 papers 3 X 50			0%
13	Utilize music and songs that contain educational messages	1.Explain music and songs that contain educational messages 2.Music and song concept	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Group 3, 4 and 5 papers 3 X 50			0%
14	Slide music	Explain the concept of slide accompaniment music	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Presentation and discussion 3 X 50			0%
15	Slide music	Explain the concept of slide accompaniment music	**Criteria:** 4: the description is correct3: the description is generally correct, there is one aspect for which the explanation is incorrect2: the description is generally correct, there is more than one aspect for which the explanation is incorrect1: the description is incorrect	Presentation and discussion 3 X 50			0%
16	UAS	UAS	**Criteria:** UAS	UAS 3 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.