

Universitas Negeri Surabaya Faculty of Languages and Arts Japanese Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

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Courses			CODE			Course Family		,	Credit	t Weig	ht	ę	SEMES	TER		ompilation ate			
Japanese Cu	lture and S	ociety	88205023	818				Stu	dy Prog ctive C	gram	ac a	T=2	P=0 E	CTS=3	.18		5	Ju	ly 17, 2024
AUTHORIZAT	ΓΙΟΝ		SP Devel	oper				LICC		ouroe	Course Cluster Coordinator				Study Program Coordinator				
			Parastuti			Mintasih			Rusmiyati, S.Pd., M.Pd.		M.Pd.								
Learning model	Project B	ased Lea	urning																
Program	PLO stu	dy progr	am which	is cl	harge	ed to	the c	cours	е										
Learning Outcomes	PLO-5	Have go	ood values,	mora	als, etl	hics a	nd pe	ersona	lity in c	compl	leting	his dut	ties						
(PLO)	PLO-8 Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research orier towards process standards using science and technology-based Japanese language learning resources and learning media.							h oriented arning											
	PLO-10		speak Japa	anese	recep	otively	and	produ	ctively	in da	ily/gei	neral, a	acaden	nic and	work	contexts	S		
	PLO-14	LO-14 Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																	
	Program	Program Objectives (PO)																	
	PO - 1	students	s are able to	o und	erstar	nd													
	PLO-PO	Matrix																	
				-						- 1						_			
			P.0		PLC	D-5		Pl	_0-8		Ρ	LO-10		PLC	0-14				
			PO-1																
	PO Matri	x at the	end of ea	ch le	arnin	q sta	ige (S	Sub-F	0)										
						•													
			P.0									Wee	k						
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		PO-1	L																

Referen	pr Ec m in de to ce e> ne ot he	arriage, roducing ducation leembers sstitutions evelopmo o express elebration xample, eeds to r thers. So ealth, de lain : 1. S. 2. T: 3. I	ions are a divorce, , hoardin al Institut of society s that air ents in sc s a sense ns, festiva places of regulate g matic Ins veloping r asaki, Miz suboyama	as follows: Domesti childcare, and so g and distributing tions: institutions th y. For example, chil m to fulfill human ience and technologe of beauty and for als and so on. Reli worship, prayer, re group life on a large titutions: institutions medical science, an cue. 1992. Japanes a, Yumiko & Yanasl 研究所編. 1992. た	re is an opportunity to liv c Institutions: institutions t on. Economic Institutions: property. For example, hat aim to fulfill humans' ldcare,education and tead scientific needs, to expli- gy and others. Aesthetic ar recreation. For example, fi gious Institutions: institutic ligious broadcasting, magi e scale or state life. For ex- s that take care of the phys	e or go te hat aim te institutio agricultur needs fo ning, relig ore the u dd Recrea ne arts, s and so o ample, gg ical need: 情・日本 し 1 2 か	o fulfill the needs of kinsi ns that aim to fulfill hur re, animal husbandry, h r information and educa ious education, libraries, niverse. For example, tional Institutions: institut iound arts, movement ar Jifill human needs relate on. Political Institutions: i overnment, democracy, ju s of humans. For exampl 文化を教える. Tokyo: Hitts 月. Tokyo: Kyobundoh	n't make the wrong nip life. For example nan needs for the punting, feudalism, tion so that they I and others. Scientific ions that aim to fulfif is, dramatic arts, lite d to God or the su nstitutions that aim idiciary, politics, arn e, maintaining beau	move. These e, applications, pursuit of life, industry, etc. become useful fic Institutions: methodology, I human needs erature, sports, bernatural. For to fulfill human ny, police, and
	S	upporte	rs:						
		1. U	eda Ichizo	o, Ueda Toshiko. 20	010. 英語で説明する日本の	文化. Tok	kyo: Gokken		
	ting D	ra. Paras	stuti, M.P.	d. d., M.Ed., Ph.D.					
Support lecturer		liftachul	Amri, M.P	u., M.Eu., 1 1.D.		Help Learning, Learning methods, Student Assignments, [Estimated time]			
lecturer			Amri, M.P	Evalua	ation	Le Stue	earning methods, dent Assignments,	Learning	Assessment
	Final	es of ng			ation Criteria & Form	Le Stue	earning methods, dent Assignments,	Learning materials [References]	Assessment Weight (%)
lecturer	Final abilitio each learni stage (Sub-I	es of ng		Evalua		Le Stue [Offline (earning methods, dent Assignments, Estimated time]	materials	

2		1. Cultural	Criteria:			Material: unit 2	10%
		Knowledge: Students	2. Assessment: a. Written Exam: Tests	2 X 50		Reader: Sasaki, Mizue, 1992	
		are able to explain	knowledge of history,	ļi	1	Mizue. 1992. Japanese Life	
		and identify the characteristics of	cultural values, and aspects of Japanese	ļi		Today. Tokyo:	
		Japanese culture,	society. b. Individual	ļi		ALF	
	s	such as traditions,	Assignment: Write an essay or report on a	ļi		I I	
		art, language, values,	selected Japanese	ļi		I I	
		and social norms. 2. Historical	cultural topic. c. Presentation:	ļi		I I	
		2. Historical Understanding:	Individual or group	ļi		I I	
	5	Students are able to	presentation about an aspect of Japanese	ļi		I I	
	e	explain the	culture that interests	ļi		I I	
		development of	students. d. Class Discussion: Active	ļi		I I	
		Japanese history, including important	participation in class	ļi		I I	
		periods, social	discussions and the ability to provide	ļi		I I	
		changes, and their	critical insight. e.	ļi		ı l	
		influence on	Research Project: Group research on the			ı l	
		Japanese culture and society today.	influence of Japanese	1		ı l	
		society today. 3. Language Skills:	culture in other countries.	ļi	''	ı l	
	5	Students are able to		1		ı l	
	ι	use Japanese	Forms of Assessment	1		ı l	
		correctly and appropriately in the	: Participatory Activities,	ļi	''	ı l	
		appropriately in the context of Japanese	Project Results	1		ı l	
		culture and society,	Assessment / Product			ı l	
	s	such as saying	Assessment, Portfolio Assessment, Practical	1		ı l	
	Q	greetings, saying	Assessment, Practical Assessment	ļi	''	ı l	
		traditional names, or conveying polite	' '	ļi	''	ı l	
1		conveying polite expressions.	' '	ļi		ı l	
	4.4	4. Cultural Analysis:	'	1	''	ı l	
	5	Students are able to	'	1		ı l	
		analyze aspects of Japanese culture,	' '	ļi	''	ı l	
		Japanese culture, such as social	' '	ļi	''	ı l	
1	5	structure, hierarchy,	' '	ļi		ı l	
	Q	gender, and value	'	1		ı l	
		systems, and compare them with	'	1	''	ı l	
1		compare them with their own culture and	' '	ļi		ı l	
1	5	society.	' '	ļi		ı l	
	5.	5. Presentation	'	1	''	ı l	
		Skills: Students are	' 	ļi		I I	
		able to compose and deliver presentations	1	ļi		I I	
		on topics related to	1	ļi		I I	
1		Japanese culture and	' '	ļi	''	ı l	
1	S	society using relevant	' '	ļi	''	ı l	
1		resources and clear arguments.	'	1		ı l	
1	6.0	6. Cultural	'	1	''	ı l	
1	5	Sensitivity: Students	' '	ļi	''	ı l	
1	á	are able to	' '	ļi		ı l	
1		demonstrate sensitivity to cultural	'	1		ı l	
1		sensitivity to cultural differences, such as	' '	ļi	''	ı l	
1	r	respecting Japanese	' '	ļi	''	ı l	
1		customs and	'	1		ı l	l
1		traditions, and practicing ethics in	'	1	''	ı l	
1		practicing ethics in interactions with	' '	ļi	''	ı l	
1		Japanese people.	' '	ļi		ı l	
1	7.1	7. Intercultural	'	1	''	ı l	
1	ι	Understanding:	'	1	''	ı l	
1		Students are able to understand and	' '	ļi	''	ı l	
		understand and appreciate cultural	1			I I	
		differences between	1	ļi		I I	
		Japan and their own	1			I I	
		country, and have an openness to building	1			I I	
		openness to building harmonious	1	ļi		I I	
	r	relationships with	1	ļi		I I	
		Japanese society.					
3	capa	able students	Criteria:			Material: unit 3	10%
			capable students	2 X 50	1	Reader: Tsuboyama,	
			Form of Assessment			Yumiko &	
			Project Results			Yanashima,	
			Assessment / Product Assessment	ļ i		Fumie. 2010. 日 本事情・日本文	
				ļ i		化を教える.	
			1			Tokyo:	
				<u> </u>	L i	Hitsujishobou	

4	Identify Japanology YouTube videos related to 1. Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. 2. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. 3. Educational Institutions: institutions that aim to fulfill human needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, etc. 4. Scientific Institutions: institutions that aim to fulfill human scientific needs, to explore the universe. For example, research, scientific methodology, developments in science and technology and so on	Criteria: 1.capable students 2.2. Assessment: a. Written Exam: Tests knowledge of history, cultural values, and aspects of Japanese society. b. Individual Assignment: Write an essay or report on a selected Japanese cultural topic. c. Presentation: Individual or group presentation about an aspect of Japanese culture that interests students. d. Class Discussion: Active participation in class discussions and the ability to provide critical insight. e. Research Project: Group research on the influence of Japanese culture in other countries. Forms of Assessment Project Results Assessment, Portfolio Assessment	2 X 50	Material: 1. Befu, H. (2001). Hegemony of Homogeneity: An Anthropological Analysis of Nihonjinron. Routledge. References: Material: 2. Iwabuchi, K. (2002). Recent Globalization: Popular Culture and Japanese Transnationalism. Duke University Press. References: Material: 3. Robertson, J. (2012). Japan's Emerging Youth Policy: Getting Young Adults Back to Work. Routledge. References: Material: 4. Sugimoto, Y. (2017). An Introduction to Japanese Society. Cambridge University Press. References:	5%

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5	 1.Identify Japanology YouTube videos related to 1. Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. 2. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. 3. Educational Institutions: institutions that aim to fulfill human needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, etc. 4. Scientific Institutions: institutions that aim to fulfill human scientific needs, to explore the universe. For example, research, scientific methodology, developments in science and technology and so on 	Criteria: capable students Form of Assessment : Portfolio Assessment	2 X 50	Material: unit 5 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 英 語で説明する日 本の文化. Tokyo: Gokken	5%
6	Identify Japanology YouTube videos related to 1. Domestic Institutions: institutions that aim to fulfill the needs of kinship life. For example, applications, marriage, divorce, childcare, and so on. 2. Economic Institutions: institutions that aim to fulfill human needs for the pursuit of life, producing, hoarding and distributing property. For example, agriculture, animal husbandry, hunting, feudalism, industry, etc. 3. Educational Institutions: institutions that aim to fulfill human needs for information and education so that they become useful members of society. For example, childcare, education and teaching, religious education, libraries, etc. 4. Scientific Institutions: institutions that aim to fulfill human scientific meeds, to explore the universe. For example, research, scientific methodology, developments in science and technology and so on	Criteria: capable students Form of Assessment : Participatory Activities, Practice/Performance	2 X 50	Material: unit 6 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 英 語で説明する日 本の文化. Tokyo: Gokken	5%

7	Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below 1. Domestic Institutions 2. Economic Institutions 3. Educational Institutions4.Scientific Institutions	Criteria: capable students Form of Assessment : Participatory Activities	2 X 50	Material: unit 7 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 英 語で説明する日 本の文化. Tokyo: Gokken	1%
8	 Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below 1. Domestic Institutions 2. Economic Institutions 3. Educational Institutions 2.capable students 	Criteria: capable students Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	2 X 50	Material: unit 8 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 英 語で説明する日 本の文化. Tokyo: Gokken	3%
9	 Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others. Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining health, developing medical science, and so on. 	Criteria: capable students Form of Assessment : Practice/Performance, Test	2 X 50	Material: unit 9 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 英 語で説明する日 本の文化. Tokyo: Gokken	5%

10	 Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on. Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on. Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others. Somatic Institutions: institutions that take care of the physical needs of humans. For 	Criteria: capable students Form of Assessment : Portfolio Assessment	2 X 50	Material: unit 10 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 英 語で説明する日 本の文化. Tokyo: Gokken	5%
	and others. 4.Somatic Institutions: institutions that take				

14		1	Outite sta			M	
11		1.Aesthetic and	Criteria: capable students	2 X 50		Material: unit 11 Reader: Ueda	5%
		Recreational	suparie suuciiis	2 ~ 50		Ichizo, Ueda	
		Institutions:	Form of Assessment :			Toshiko. 2010. 英	
		institutions that aim to	Project Results			10311K0.2010.	
		fulfill human needs to	Assessment / Product			本の文化. Tokyo:	
		express their sense	Assessment			Gokken	
		of beauty and for				Connon	
		recreation. For					
		example, fine arts,					
		sound arts,					
		movement arts,					
		dramatic arts,					
		literature, sports,					
		celebrations, festivals					
		and so on.					
		2.Religious Institutions:					ļ
		institutions that fulfill					
		human needs related					
		to God or the					
		supernatural. For					
		example, places of					
		worship, prayer,					
		religious					
		broadcasting, magic					
		and so on.					
		3.Political Institutions:					
		institutions that aim to					
		fulfill human needs to					
		regulate group life on					
		a large scale or state					
		life. For example,					
		government,					
		democracy, judiciary,					
		politics, army, police,					
		and others.					
		4.Somatic Institutions:					
		institutions that take					
		care of the physical					
		needs of humans. For					
		example, maintaining					
		beauty, maintaining					
		health, developing					
		medical science, and					
		so on.					
	•	-	•		•		

12	 1.Aesthetic and Recreational Institutions: institutions that aim to fulfill human needs to express their sense of beauty and for recreation. For example, fine arts, sound arts, movement arts, dramatic arts, literature, sports, celebrations, festivals and so on. 2.Religious Institutions: institutions that fulfill human needs related to God or the supernatural. For example, places of worship, prayer, religious broadcasting, magic and so on. 3.Political Institutions: institutions that aim to fulfill human needs to regulate group life on a large scale or state 	Criteria: capable students Form of Assessment : Participatory Activities	2 X 50	Material: unit 12 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 語で説明する日 本の文化. Tokyo. Gokken	
	a large scale or state life. For example, government, democracy, judiciary, politics, army, police, and others. 4.Somatic Institutions: institutions that take care of the physical needs of humans. For example, maintaining beauty, maintaining health, developing medical science, and so on.				
13	 Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below. Aesthetic and Recreational Institutions Religious Institutions Political Institutions Somatic Institutions Capable students 	Criteria: capable students Form of Assessment : Portfolio Assessment, Test	2 X 50	Material: unit 13 Reader: Ueda Ichizo, Ueda Toshiko. 2010. ヺ 語で説明する日 本の文化. Tokyo. Gokken	Ŧ
14	Write a report to deepen one of the points related to the points below. Write a report comparing one of the points related to the points below. Aesthetic and Recreational Institutions Religious Institutions Political Institutions Somatic Institutions	Criteria: capable students Form of Assessment : Portfolio Assessment	2 X 50	Material: unit 14 Reader: Ueda Ichizo, Ueda Toshiko. 2010. ジ 語で説明する日 本の文化. Tokyo. Gokken	Ť.
15	UAS preparation1. Writing papers 2. Post on IG and Youtube	Criteria: capable students Form of Assessment : Project Results Assessment / Product Assessment	2 X 50	Material: unit 15 Reader: Ueda Ichizo, Ueda Toshiko. 2010. 語で説明する日 本の文化. Tokyo. Gokken	4- 1- 2-
16	UAS preparation1. Writing papers 2. Post on IG and Youtube	Criteria: capable students Form of Assessment : Test	2 X 50	Material: unit 16 Reader: Ueda Ichizo, Ueda Toshiko. 2010. ラ 語で説明する日 本の文化. Tokyo. Gokken	ŧ

No	Evaluation	Percentage
1.	Participatory Activities	7%
2.	Project Results Assessment / Product Assessment	25.67%
3.	Portfolio Assessment	38.67%
4.	Practical Assessment	4.17%
5.	Practice / Performance	5%
6.	Test	19.5%
		100%

Notes

- 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.