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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basics of Education	8820502304	Compulsory Curriculum Subjects - Institutional	**T=2**	**P=0**	**ECTS=3.18**	1	July 4, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Have good values, morals, ethics and personality in completing his duties
	PLO-8	Able to plan, implement and evaluate Japanese language learning, linguistics, educational science and research oriented towards process standards using science and technology-based Japanese language learning resources and learning media.
	PLO-12	Able to plan and conduct studies on the implementation of Japanese language education through an integrated approach.
	PLO-15	Mastering the basic concepts of Japanese education pedagogy including learning theory, strategies, planning and evaluation of learning in Japanese
	Program Objectives (PO)	
	PO - 1	CPMK-S1 Able to demonstrate an attitude of perseverance, seriousness, tenacity, and a personality that upholds ethics in studying and understanding values and knowledge in the basics of education.
	PO - 2	CPMK-S3 Have the ability to think critically, communicate, collaborate, accompanied by creativity in carrying out project tasks given by prioritizing a responsible attitude towards one's own learning performance, agreement with group colleagues in understanding the basic concepts of education both theoretically and practically and being able to apply them effectively. good educational theories that are relevant in their field of study.
	PO - 3	CPMK-P2 Master theoretical concepts about educational foundations in depth and be able to formulate procedural problem solving.
	PO - 4	CPMK-KK3 Make the right decisions based on information and data analysis so that you are able to provide guidance in choosing various alternative solutions independently and in groups.
	PO - 5	CPMK-KU1 Apply educational expertise and utilize science and technology in solving problems related to education both theoretically and practically in order to be able to adapt.
	PLO-PO Matrix	

P.O	PLO-5	PLO-8	PLO-12	PLO-15
PO-1				
PO-2				
PO-3				
PO-4				
PO-5				

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																
PO-2																
PO-3																
PO-4																
PO-5																

Short Course Description	This course equips students as prospective teachers about the basic concepts of education, human nature and its development, the foundations of education, education as a system, the national education system, teachers as a profession, educational problems, educational innovation in Indonesia, and character education both at school and outside schools through discussion and presentation activities, as well as honing awareness of various educational problems, then trying to provide solutions to thoughts, ideas conceptually and measurably through real work. Learning applies active learning and problem-based learning (PBL) methods. Assessment and measurement are carried out in the form of objective, subjective (affective) and performance tests.
References	**Main :**

1. M.V. Roesminingsih dan Lamijan Hadi Susarno. 2015. Teori Dan Praktek Pendidikan . Surabaya: Lembaga Pengkajian dan Pengembangan Ilmu Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Surabaya kerjasama dengan Penerbit Bintang.
2. Tim Redaksi Pustaka Yustisia. 2009. Kompilasi Perundangan Bidang Pendidikan : Seri Kompilasi Perundangan Terlengkap dan Terbaru. Yogyakarta: Pustaka Yustisia.
3. Peraturan perundang-undangan pendidikan yang berlaku dan relevan.
4. Referensi yang relevan dengan karakteristik dan profesi lulusan di jurusan/program studi masing-masing.

Supporters:

1. Berbagai sumber referensi cetak maupun digital.
2. Berbagai aplikasi LMS dari berbagai sumber digital.

Supporting lecturer	Dr. Mintarsih, S.S., 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	Introduction Orientation of lecture material	1.Understand the basic concepts of educational foundations 2.Understand learning objectives 3.Understand assessment techniques 4.Understand the rules/regulations for implementing lectures	**Criteria:** Participation **Form of Assessment** : Participatory Activities	Lectures, questions and answers, classical discussions and group assignment preparation through both direct and indirect learning approaches (e-learning) 2 X 50	- -	**Material:** Introduction/Introduction **to Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	1%
2	1.Sub-CPMK-P2-1 Sub-CPMK-KK3-1 Basic Concepts of Education 2.Sub-CPMK-P2-2 Sub-CPMK-KK3-1 Understanding Human Nature and Development	1.Understand the basic concepts of education 2.Understanding the true nature of humans 3.Understanding the dimensions of human nature 4.Understanding human dimensions of development 5.Understanding the Indonesian human figure as a whole	**Criteria:** Performance assessment: presentation, discussion and product (report and PPT) **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	Presentation and discussion 2 X 50		**Material:** Understanding the basic concepts of education **Reader:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	3%
3	1.Sub-CPMK-P2-3 Sub-CPMK-KK3-1 Understanding the Nature of Education 2.Sub-CPMK-P2-4 Sub-CPMK-KK3-1 Understanding Education as a system and the national education system	1.Understanding the meaning of education 2.Understanding the Education Process 3.Understand and analyze the function of education 4.Understand the meaning of system 5.Understand various systems 6.Understanding Education as a system 7.Understand the basis, objectives, functions of national education. educational institutions 8.Understand educational programs and management	**Criteria:** Presentations, discussions and products (reports and PPTs) **Form of Assessment** : Participatory Activities, Practice/Performance	Presentation and discussion 2 X 50	- -	**Material:** Understanding Human Nature and Its Development **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	3%

4	1.Sub-CPMK-P2-5 Sub-CPMK-KK3-1 Understand the foundations of education 2.Sub-CPMK-P2-6 Sub-CPMK-KK3-1 Understand the concept of teaching as a profession	1.Understand the foundations of education 2.Understand the historical basis 3.Understand the philosophical basis 4.Understand the psychological basis 5.Understand the sociological basis 6.Understand the cultural basis and Tut Wuri Handayani 7.Understand the basis of science and technology 8.Understand the meaning of teaching as a profession 9.Understand Responsibilities and teachers 10.Understanding the Role of the teacher 11.Understanding Teacher Professional Competence 12.Understand the teacher code of ethics	**Criteria:** Performance assessment: presentation, discussion and product (report and PPT) **Forms of Assessment** : Participatory Activities, Practice/Performance, Tests	Presentation and discussion 2 X 50	-	**Material:** Understanding the Nature of Education **Library:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	3%
5	Sub-CPMK-P2-7 Sub-CPMK-KK3-1 Understanding educational problems	1.Understanding theoretical problems 2.Understanding practical problems 3.Understand practical problems in Indonesia 4.Understand efforts to overcome education problems in Indonesia	**Criteria:** Performance assessment: presentation, discussion and product (report and PPT) **Form of Assessment** : Participatory Activities, Practice/Performance	Lectures, questions and answers and giving individual assignments in a structured and independent manner 2 X 50		**Material:** Understanding educational problems **References:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.* **Material:** Problems in the field of education **Library:** *Various print and digital reference sources.*	3%
6	1.Sub-CPMK-P2-8 Sub-CPMK-KK3-1 Students are able to explain the foundations and principles of curriculum development 2.Sub-CPMK-P2-9 Understanding educational innovation in Indonesia	1.Explain the basis for curriculum development 2.Explain the principles of curriculum development 3.Describe the meaning of educational innovation 4.Describe the goals of innovation. 5.Describe the innovation cycle 6.Describe the problems that require educational innovation 7.Describe various educational innovation efforts. in Indonesia.	**Criteria:** Performance assessment: presentation, discussion and product (report and PPT) **Form of Assessment** : Participatory Activities, Practice/Performance	Direct learning using lecture methods, question and answer and individual assignments in a structured and independent manner. 2 X 50		**Material:** Foundations and principles of curriculum development **Reader:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.* **Material:** Understanding educational innovation in Indonesia **Library:** *Various print and digital reference sources.*	3%

			Criteria / Form of Assessment	Learning Methods / Time		Material / Literature	%
7	Sub-CPMK-P2-10 Sub-CPMK-KK3-1 Understanding character education	1. Explain the basis of the concept of character education 2. Explain the basis of character values 3. Explain the stages of character development	**Criteria:** Performance assessment: presentation, discussion and product (report and PPT) **Form of Assessment** : Participatory Activities, Practice/Performance	Lectures, questions and answers & giving individual assignments independently 2 X 50		**Material:** Understanding character education **Literature:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.* -------- **Material:** Character education **Library:** *Various printed and digital reference sources.*	3%
8	Sub-summative exam Able to analyze problems in essay questions according to Sub CPMK at meetings 2 -7	Able to answer written exams accurately and correctly	**Criteria:** essay test/case study **Form of Assessment** : Participatory Activities, Tests	Written exam (essay/case study) 2 X 50		**Material:** According to material from weeks 2 to 7 **Reader:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*	10%
9	Sub-CPMK-KK3-1 Sub-CPMK-KK3-2 Sub-CPMK-KK3-3 Sub-CPMK-KK3-4 Able to orientate problems in the field of education, organize oneself in group work, and investigate problems based on analysis of information and data through problem solving procedures according to PBL syntax.	1. Able to identify problems in the world of education 2. Determine the problem to be analyzed 3. Able to work together in groups	**Criteria:** Presentation of group discussion results, and products (reports and PPT) regarding assessment points as stated in indicators 9.1, 9.2, 9.3, 10.1, 10.2 **Form of Assessment** : Participatory Activities	Lectures, questions and answers, classical discussions and group assignments both through direct and indirect learning approaches (e-learning) 2 X 50		**Material:** Orientation to problems in the field of education **Library:** *Various printed and digital reference sources.*	8%
10	Sub-CPMK-KK3-1 Sub-CPMK-KK3-2 Sub-CPMK-KK3-3 Sub-CPMK-KK3-4 Able to orientate problems in the field of education, organize oneself in group work, and investigate problems based on analysis of information and data through problem solving procedures according to PBL syntax.	1. Able to investigate and analyze the root of the problem 2. Able to convey the results of group discussions based on analysis of information and data on the problem	**Criteria:** Performance assessment: presentation of group discussion results, and products (reports and PPT) regarding the assessment points as stated in indicators 9.1, 9.2, 9.3, 10.1, 10.2 **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lectures, questions and answers, class discussions and group assignments both through direct and indirect learning/e-learning approaches 2 X 50		**Material:** Orientation to problems in the field of education **Library:** *Various printed and digital reference sources.*	8%
11	Sub-CPMK-KK3-1 Sub-CPMK-KU1-1 Able to propose thought solutions to educational problems in general and in the field of Japanese language education which are prepared based on the results of analysis and evaluation of various educational problems by utilizing various science and technology-based sources and media in a comprehensive manner contextual, by prioritizing 21st century (6C) skills.	1. Able to find thoughtful solutions to certain educational problems. 2. Able to realize the thought solution into a real form in the form of a thematic poster (initial design) 3. Able to utilize ICT in designing thematic posters	**Criteria:** Presentation of group discussion results, and products (reports and PPT) regarding assessment points as stated in indicators 11.1, 11.2, 11.3 **Form of Assessment** : Participatory Activities	Performance assessment: presentation of group discussion results, and products (reports and PPT) regarding the assessment points as stated in indicators 11.1, 11.2, 11.3 2 X 50		**Material:** Solutions to various problems in the education sector. **Library:** *Various print and digital reference sources.* -------- **Material:** Using LMS to find solutions to various educational problems. **Reference:** *Various LMS applications from various digital sources.*	8%

12	Sub-CPMK-KK3-1 Sub-CPMK-KU1-1 Able to propose thought solutions to educational problems in general and in the field of Japanese language education which are prepared based on the results of analysis and evaluation of various educational problems by utilizing various science and technology-based sources and media in a comprehensive manner contextual, by prioritizing 21st century (6C) skills.	1. Able to find thoughtful solutions to certain educational problems. 2. Able to realize the thought solution into a real form in the form of a thematic poster (initial design) 3. Able to utilize ICT in designing thematic posters	**Criteria:** Presentation of group discussion results, and products (reports and PPT) regarding assessment points as stated in indicators 11.1, 11.2, 11.3 **Form of Assessment** : Participatory Activities	Performance assessment: presentation of group discussion results, and products (reports and PPT) regarding the assessment points as stated in indicators 11.1, 11.2, 11.3 2 X 50		**Material:** Solutions to various problems in the education sector. **Library:** *Various print and digital reference sources.* **Material:** Using LMS to find solutions to various educational problems. **Reference:** *Various LMS applications from various digital sources.*	8%
13	Sub-CPMK-KK3-1 Sub-CPMK-KU1-1 Able to propose thought solutions to educational problems in general and in the field of Japanese language education which are prepared based on the results of analysis and evaluation of various educational problems by utilizing various science and technology-based sources and media in a comprehensive manner contextual, by prioritizing 21st century (6C) skills.	1. Able to find thoughtful solutions to certain educational problems. 2. Able to realize the thought solution into a real form in the form of a thematic poster (initial design) 3. Able to utilize ICT in designing thematic posters	**Criteria:** Presentation of group discussion results, and products (reports and PPT) regarding assessment points as stated in indicators 11.1, 11.2, 11.3 **Form of Assessment** : Participatory Activities, Portfolio Assessment	Performance assessment: presentation of group discussion results, and products (reports and PPT) regarding the assessment points as stated in indicators 11.1, 11.2, 11.3 2 X 50		**Material:** Solutions to various problems in the education sector. **Library:** *Various print and digital reference sources.* **Material:** Using LMS to find solutions to various educational problems. **Reference:** *Various LMS applications from various digital sources.*	9%
14	Sub-CPMK-KK3-1 Sub-CPMK-KU1-2 Able to present proposed solutions for thought, development and educational innovation in general and in the field of Japanese language education through a thematic poster based on the results of analysis of educational problems by utilizing various science and technology-based sources and media contextually by prioritizing 21st century (6C) skills.	1. Able to present thematic posters as a concrete manifestation of proposed solutions for thought, development and educational innovation 2. Able to revise thematic posters according to agreed discussion results	**Criteria:** Performance assessment: presentation of group discussion results, and products (reports and PPT) regarding the assessment points as stated in indicators 12.1, 12.2 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments using both direct and indirect learning/e-learning approaches. 2 X 50		**Material:** References related to the problem theme chosen by each group. **Library:** *Various print and digital reference sources.*	10%
15	Sub-CPMK-KK3-1 Sub-CPMK-KU1-2 Able to present proposed solutions for thought, development and educational innovation in general and in the field of Japanese language education through a thematic poster based on the results of analysis of educational problems by utilizing various science and technology-based sources and media contextually by prioritizing 21st century (6C) skills.	1. Able to present thematic posters as a concrete manifestation of proposed solutions for thought, development and educational innovation 2. Able to revise thematic posters according to agreed discussion results	**Criteria:** Performance assessment: presentation of group discussion results, and products (reports and PPT) regarding the assessment points as stated in indicators 12.1, 12.2 **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	Problem Based Learning Model with lectures, questions and answers, classical discussions and group assignments using both direct and indirect learning/e-learning approaches. 2 X 50		**Material:** References related to the problem theme chosen by each group. **Library:** *Various print and digital reference sources.*	10%

| 16 | Summative exam according to sub-CPMK at meeting 9-15 | According to the assessment indicators at the 9-15 meeting | **Criteria:** Presentations, discussions and products (reports and PPTs)

 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment | Presentation and discussion of the solutions submitted by each group 2 X 50 | | **Material:** According to the material on educational concepts and principles. **Library:** *MV Roesminingsih and Lamijan Hadi Susarno. 2015. Educational Theory and Practice. Surabaya: Institute for the Study and Development of Educational Sciences, Faculty of Education, Surabaya State University in collaboration with Bintang Publishers.*

 Material: According to material on educational concepts and principles. **Library:** *Various printed and digital reference sources.*

 Material: Applications that support solutions to educational problems. **Library:** *Various LMS applications from various digital sources.* | 10% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55.66%
2.	Project Results Assessment / Product Assessment	13.16%
3.	Portfolio Assessment	10.33%
4.	Practice / Performance	13.83%
5.	Test	7%
		99.98%

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.