		Document Code
![UNESA]	**Universitas Negeri Surabaya** **Faculty of Languages and Arts** **Japanese Language Education Undergraduate Study Program**	

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials	8820502312	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	3	August 8, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-6	Able to make strategic decisions based on information and data analysis in Japanese scientific principles
	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-11	Able to analyze and apply theories, concepts, approaches in learning Japanese; and produce innovative learning designs for Japanese language learning.
	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	Able to describe various forms of teaching materials and Japanese language learning media (CPL-S2)
	PO - 2	Able to explain various models of teaching material development and learning media development (CPL-P2)
	PO - 3	Able to create needs analysis maps in efforts to develop teaching materials and learning media (CPL-KK3)
	PO - 4	Able to design teaching materials and Japanese language learning media (CPL-KK2)
	PO - 5	Able to test the suitability of teaching materials and learning media through validation and trial activities (CPL-KU1)
	PLO-PO Matrix	

P.O	PLO-6	PLO-8	PLO-11	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	The teaching materials development course is a course that supports graduate profiles as Japanese language educators/teachers and young researchers in the field of Japanese language education. This course is a mandatory course for 3rd semester students at the FBS Japanese Language Education Study Program, Surabaya State University. This course equips students to have skills in designing, compiling, implementing and evaluating Japanese language teaching materials and learning media.

References	Main :	
	1. Kokusai kouryuukikin. 2010. Oshiekata o kaizen suru. Tokyo: Hitsuji 2. Kokusai kouryuukikin. 2008. Kyouzai kaihatsu. Tokyo: Hitsuji 3. Kokusai kouryuukikin. 2006. Nihongo kyoushi no yakuwari/ko-su dezain. Tokyo: Hitsuji 4. Kosasih, E. 2022. Pengembangan Bahan Ajar. Jakarta: Bumi Aksara	
	Supporters:	
Supporting lecturer	Amira Agustin Kocimaheni, S.Pd., M.Pd. Joko Prasetyo, 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	Able to describe various forms of teaching materials and Japanese language learning media (C2, A3)	1. Students can study the concept of teaching materials and learning media 2. Students can study the following forms of teaching materials: (1) practical manual; (2) reference books; (3) booklets; (4) posters; (5) module; (6) hand-outs; (7) LKS 3. Students can examine forms of learning media: (1) PPT; (2) videos; (3) photos; (4) flash media; (5) other media	**Form of Assessment** : Participatory Activities	a. Discovery learning b. Small Group Discussion 2 X 50		**Material:** Concept of teaching materials and learning media **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Forms of teaching materials: (1) practical manual; (2) reference books; (3) booklets; (4) posters; (5) module; (6) hand-outs; (7) **Library LKS:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Forms of learning media: (1) PPT; (2) videos; (3) photos; (4) flash media; (5) other media. **References:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	2%

| 2 | Able to describe various forms of teaching materials and Japanese language learning media (C2, A3) | 1. Students can study the concept of teaching materials and learning media
2. Students can study the following forms of teaching materials: (1) practical manual; (2) reference books; (3) booklets; (4) posters; (5) module; (6) hand-outs; (7) LKS
3. Students can examine forms of learning media: (1) PPT; (2) videos; (3) photos; (4) flash media; (5) other media | | a. Discovery learning
b. Small Group Discussion
2 X 50 | | **Material:** Concept of teaching materials and learning media
Reference: *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*

Material: Forms of teaching materials: (1) practical manual; (2) reference books; (3) booklets; (4) posters; (5) module; (6) hand-outs; (7) **Library LKS:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*

Material: Forms of learning media: (1) PPT; (2) videos; (3) photos; (4) flash media; (5) other media.
References: *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* | 2% |

3	Able to describe various forms of teaching materials and Japanese language learning media (C2, A3)	1. Students can study the concept of teaching materials and learning media 2. Students can study the following forms of teaching materials: (1) practical manual; (2) reference books; (3) booklets; (4) posters; (5) module; (6) hand-outs; (7) LKS 3. Students can examine forms of learning media: (1) PPT; (2) videos; (3) photos; (4) flash media; (5) other media	**Criteria:** Performance Rubric **Form of Assessment** : Portfolio Assessment	a. Discovery learning b. Small Group Discussion Assignment: Task 1 Prepare a 2 X 50 concept map/poster		**Material:** Concept of teaching materials and learning media **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Forms of teaching materials: (1) practical manual; (2) reference books; (3) booklets; (4) posters; (5) module; (6) hand-outs; (7) **Library LKS:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Forms of learning media: (1) PPT; (2) videos; (3) photos; (4) flash media; (5) other media. **References:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	5%
4	Able to explain various models of developing teaching materials and developing learning media (C2, A3)	1. Students can explain Dick and Carey's development models; 4D/Thiagarajan; ADDIE 2. Students can explain the Borg and Gall development models; Kemp models; ASSURE etc	**Form of Assessment** : Participatory Activities	a. Discovery learning b. Small Group Discussion 2 X 50		**Material:** Dick and Carey development models; 4D/Thiagarajan; ADDIE **Pustaka:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Borg and Gall development models; Kemp models; ASSURE etc. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	2%

5	Able to explain various models of developing teaching materials and developing learning media (C2, A3)	1. Students can explain Dick and Carey's development models; 4D/Thiagarajan; ADDIE 2. Students can explain the Borg and Gall development models; Kemp models; ASSURE etc	**Criteria:** Performance assessment rubric **Form of Assessment** : Participatory Activities, Portfolio Assessment	a. Discovery learning b. Small Group Discussion Assignment: Task 2 Prepare a 2 X 50 paper		**Material:** Dick and Carey development models; 4D/Thiagarajan; ADDIE **Pustaka:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Borg and Gall development models; Kemp models; ASSURE etc. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	5%
6	Able to create needs analysis maps in efforts to develop teaching materials and learning media (C6, A4)	1. Students are able to create needs analysis maps in efforts to develop teaching materials 2. Students are able to create needs analysis maps in efforts to develop learning media	**Form of Assessment** : Participatory Activities	Project Based Learning (PjBL) 2 X 50		**Material:** Needs analysis map in efforts to develop teaching materials **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Map of needs analysis in efforts to develop learning media. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	2%
7	Able to create needs analysis maps in efforts to develop teaching materials and learning media (C6, A4)	1. Students are able to create needs analysis maps in efforts to develop teaching materials 2. Students are able to create needs analysis maps in efforts to develop learning media	**Form of Assessment** : Portfolio Assessment	Project Based Learning (PjBL) Assignment: Task 3 a. Observe the RPP that has been prepared in the Learning Planning MK in groups b. Create an analysis map of the needs for teaching materials and learning media from the RPP 2 X 50		**Material:** Needs analysis map in efforts to develop teaching materials **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Map of needs analysis in efforts to develop learning media. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	5%

8	Midterm Exam (UTS)	Able to describe various forms of teaching materials and Japanese language learning media, and development models, as well as compiling needs analysis maps	**Criteria:** Able to describe various forms of teaching materials and Japanese language learning media, and development models, as well as compiling needs analysis maps **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Project Based Learning (PjBL) 2 X 50		**Material:** Development of Teaching Materials **Library:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	20%
9	Able to design teaching materials and Japanese language learning media (C6, A4)	1.Students are able to design teaching materials 2.Students are able to design learning media	**Form of Assessment** : Participatory Activities	Project Based Learning (PjBL) 2 X 50		**Material:** Designing teaching materials **Reference:** *Kosasih, E. 2022. Development of teaching materials. Jakarta: Bumi Literacy* **Material:** Designing learning media **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	2%
10	Able to design teaching materials and Japanese language learning media (C6, A4)	1.Students are able to design teaching materials 2.Students are able to design learning media	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 4 a. Based on the needs analysis map in Task 3, continue with designing 2 X 50 teaching materials and learning media		**Material:** Designing teaching materials **Reference:** *Kosasih, E. 2022. Development of teaching materials. Jakarta: Bumi Literacy* **Material:** Designing learning media **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	5%

| 11 | Able to test the suitability of teaching materials and learning media through validation and trial activities (C5, A5) | 1. Students are able to test the suitability of teaching materials through validation and trial activities
2. Students are able to test the suitability of learning media through validation and trial activities | **Form of Assessment** : Participatory Activities | Project Based Learning (PjBL)
2 X 50 | | **Material:** Testing the suitability of teaching materials through validation and testing activities. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*

Material: Testing the feasibility of learning media through validation and trial activities. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* | 2% |
| 12 | Able to test the suitability of teaching materials and learning media through validation and trial activities (C5, A5) | 1. Students are able to test the suitability of teaching materials through validation and trial activities
2. Students are able to test the suitability of learning media through validation and trial activities | **Criteria:** Performance Rubric

Form of Assessment : Project Results Assessment / Product Assessment | Project Based Learning (PjBL)

Assignment: Task 5
a. Pay attention to the format for assessing the suitability of teaching materials and learning media from BSNP
b. Develop a format for assessing the suitability of teaching materials and learning media from BSNP
c. Carrying out validation stage practices using the format for assessing the suitability of teaching materials and learning media that have been prepared
d. Practicing the stages of testing teaching materials and learning media
e. Prepare reports/papers on the results of
2 X 50 practices | | **Material:** Testing the suitability of teaching materials through validation and testing activities. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*

Material: Testing the feasibility of learning media through validation and trial activities. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* | 5% |

13	Able to monitor and evaluate products that have been developed (C5, A54)	1. Students are able to monitor products that have been developed 2. Students are able to evaluate products that have been developed	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities	Project Based Learning (PjBL) 2 X 50		**Material:** Monitoring products that have been developed. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Evaluation of products that have been developed. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	2%
14	Able to monitor and evaluate products that have been developed (C5, A54)	1. Students are able to monitor products that have been developed 2. Students are able to evaluate products that have been developed	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities	Project Based Learning (PjBL) 2 X 50		**Material:** Monitoring products that have been developed. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Evaluation of products that have been developed. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	3%
15	Able to monitor and evaluate products that have been developed (C5, A54)	1. Students are able to monitor products that have been developed 2. Students are able to evaluate products that have been developed	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning (PjBL) Assignment: Task 6 a. Prepare reports/papers on the results of product monitoring and evaluation practices b. Presenting the results of 2 X 50 product monitoring and evaluation practices		**Material:** Monitoring products that have been developed. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* **Material:** Evaluation of products that have been developed. **Reference:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy*	10%

| 16 | Final Semester Examination (UAS) | Students are able to design teaching materials and learning media, test product feasibility, and monitor and evaluate products that have been developed | **Criteria:** Students are able to design teaching materials and learning media, test product feasibility, and monitor and evaluate products that have been developed

Form of Assessment : Project Results Assessment / Product Assessment | Project Based Learning (PjBL) 2 X 50 | | **Material:** Development of Teaching Materials **Library:** *Kosasih, E. 2022. Development of Teaching Materials. Jakarta: Bumi Literacy* | 30% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	60%
3.	Portfolio Assessment	12.5%
4.	Test	10%
		100%

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** 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.