



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																																
Innovative Learning Planning	8820502310		T=2	P=0	ECTS=3.18	4	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
			Rusmiyati, 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	Good learning planning will guarantee success in implementing learning. Especially if it is supported by understanding and applying innovative learning models in preparing Learning Implementation Plans (RPP). Therefore, prospective teachers must have good knowledge and skills in developing innovative learning plans. The knowledge and skills that prospective teachers must learn and master are the basics of planning, stages of learning planning, developing learning media and developing teaching materials.																																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 15%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main :																																						
	<ol style="list-style-type: none"> 1. Al-Tabany, Trianto Ibnu Badar. 2015. Mendesain Model Pembelajaran Inovatif, Progresif, dan Kontekstual. Jakarta: Prenadamedia Group 2. Amri, Sofan. 2013. Pengemabangan & Model Pembelajaran dalam Kurikulum 2013. Jakarta: Prestasi Pustaka 3. Djamarah, Syaiful Bahri dan Zain, Aswan. 2006. Strategi Belajar Mengajar. Jakarta: Rineka Cipta 4. Jaya, Farida. 2019. Perencanaan Pembelajaran. UIN Sumatera Utara. 5. Jonson, Elaine B. 2007. Contextual Teaching & Learning: Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna. Bandung : MLC 6. Joyce, Bruce dkk. 2009. Models of Teaching. Yogyakarta: Pustaka Pelajar. 7. Ratumanan dan Rosmiati, Imas. 2018. Perencanaan Pembelajaran. Jakarta: Rajawali Press 8. Sanjaya, Wina. 2006. Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta: Prenadamedia Group 																																						
	Supporters:																																						
Supporting lecturer	Amira Agustin Kocimaheni, 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	Students Master the Basic Concepts of Learning System Development	Students can classify learning variables	Criteria: 1. Concepts assessed: 2. Basic Concepts of Curriculum & Learning Development. If answered correctly for each question, the maximum score obtained is 20.	Through a problem based learning model using lecture methods, questions and answers, and individual structured assignments 2 X 50			0%
2	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	Criteria: 1. Concept assessed: Learning System Planning 2. If each question is answered correctly, the maximum score obtained is 25.	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 2 X 50			0%
3	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	Criteria: 1. Concept assessed: Learning System Planning 2. If each question is answered correctly, the maximum score obtained is 25.	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 2 X 50			0%
4	Students can master the basic concepts of learning system planning	Mastering Learning System Planning	Criteria: 1. Concept assessed: Learning System Planning 2. If each question is answered correctly, the maximum score obtained is 25.	Collaborative Learning Learning Model with Question and Answer, Assignment and Discussion methods. 2 X 50			0%
5	Mastering the conceptual characteristics of instructional development models.	Compare and provide an assessment of instructional development models put forward by experts.	Criteria: If each question is answered correctly, the maximum score obtained is 25.	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussion, Exercises, Presentation Assignments 2 X 50			0%
6	Mastering the characteristics of the concept of instructional development models developing in Indonesia.	Identifying and reconstructing innovative learning development models.	Criteria: If each question is answered correctly, the maximum score obtained is 50	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussion, Exercises, Presentation Assignments 2 X 50			0%
7	Mastering the characteristics of the concept of instructional development models developing in Indonesia.	Identifying and reconstructing innovative learning development models.	Criteria: If each question is answered correctly, the maximum score obtained is 50	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussion, Exercises, Presentation Assignments 2 X 50			0%

8	Midterm Exam (UTS)		Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10	2 X 50			0%
9	Mastering the techniques for preparing and developing competency-based learning activity planning.	Identify and develop a Japanese language learning plan	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	CTL 2 X 50			0%

10	Mastering techniques for compiling competency-based syllabi and Learning Implementation Plans (RPP).	Prepare syllabus and lesson plans that are relevant to the Japanese language learning curriculum	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussion, Exercises, Presentation Assignments 2 X 50			0%
11	Mastering techniques for compiling competency-based syllabi and Learning Implementation Plans (RPP).	Prepare syllabus and lesson plans that are relevant to the Japanese language learning curriculum	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussion, Exercises, Presentation Assignments 2 X 50			0%
12	Mastering techniques for compiling competency-based syllabi and Learning Implementation Plans (RPP).	Prepare syllabus and lesson plans that are relevant to the Japanese language learning curriculum	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussion, Exercises, Presentation Assignments 2 X 50			0%
13	Mastering techniques for preparing enrichment and remedial programs.	Designing enrichment programs and remedial programs in Japanese language learning		2 X 50			0%
14	Master the practice of teaching Japanese	Teaching practice is based on the RPP that has been prepared		2 X 50			0%
15	Master the practice of teaching Japanese	Teaching practice is based on the RPP that has been prepared		2 X 50			0%

16	Final Semester Examination (UAS)		Criteria: 1.The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) 4.Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2) 5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). 6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10	2 X 50			0%
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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.