	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
Jokyu Hyoki Kyoka		8820502126		**T=2**	**P=0**	**ECTS=3.18**	7	July 18, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		Parastuti		Mintasih			Rusmiyati, S.Pd., M.Pd.	

Learning model	**Case Studies**		
Program Learning Outcomes (PLO)	**PLO study program which 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-14	Mastering basic language concepts, language learning, language skills, language research and Japanese language education.	
	Program Objectives (PO)		
	PO - 1	students are able to understand	
	PLO-PO Matrix		

P.O	PLO-6	PLO-8	PLO-11	PLO-14
PO-1				

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																

Short Course Description	This course is a mandatory course for learning Japanese letters, which is focused on forming and developing student competence in the field of Kanji reading and writing skills. The competencies that must be achieved start from those contained in intermediate level Japanese language textbooks along with simple terms using letters used daily in Japanese society, to being able to read light Japanese newspaper articles. This course is implemented with a communicative, collaborative approach between intensive weekly assignments in the form of quizzes and cooperative teaching in the form of group presentations.
References	**Main :**
	1. Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan 2. Parastuti 2015. Metode praktis Pemahaman Kanji . Surabaya: Genta Publishing
	Supporters:
	1. Ueda Ichizo, Ueda Toshiko. 2010. 英語で説明する日本の文化. Tokyo: Gokken 2. Wijaya, Cece. 1991. Kemampuan Guru dalam Proses Belajar mengajar . Bandung: Rosdakarya
Supporting lecturer	Dra. Parastuti, M.Pd.

Week-	Final abilities of each	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)

	learning stage (Sub-PO)	Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Form of Assessment** : Participatory Activities	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	5%
2	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Form of Assessment** : Participatory Activities	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	5%
3	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Form of Assessment** : Participatory Activities, Practice/Performance	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	5%
4	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	5%
5	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	10%
6	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	10%
7	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Practice / Performance	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	10%

8	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Form of Assessment** : Portfolio Assessment, Test	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	10%
9	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Form of Assessment** : Portfolio Assessment	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	10%
10	Ability to identify high level Kanji no chishiki discussions	1.Can identify the meaning of intermediate level Kanji no Chishiki 2.capable students	**Criteria:** 1.A perfect score will be given if all questions can be answered correctly 2.capable students **Form of Assessment** : Portfolio Assessment	1.Giving Preliminary Tests 2.Lectures 3.Class discussions 2 X 50		**Material:** unit 2 **Library:** *Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan*	10%

| 11 | Able to determine the correct Jukugo to describe a word according to the reading rules KUN-KUN and KUN-ON | 1. Identifying jukugo based on the reading rules KUN-KUN and KUN-ON 2. Making vocabulary combinations based on the reading rules KUN-KUN and KUN-ON 3. Reading the text in the textbook 4. Classifying the types of vocabulary in the textbook based on the reading rules KUN-KUN and KUN-ON | **Criteria:**
1. Score 4: Presentation is carried out coherently with a clear and fluent voice, shows good understanding of the material, assisted by ppt media with an interesting composition, able to provide answers to the questioner well, able to provide suggestions for improvement
2. Score 3 The presentation was carried out coherently with a clear and fluent voice, but lacked in understanding the material presented, assisted by ppt media with an interesting composition, answers from the questioner were generally acceptable, able to provide suggestions for improvement
3. Score 2: The presentation is not coherent and/or shows a lack of understanding of some of the material presented, with the help of ppt media but is not interesting, the answer from the questioner is generally unacceptable, able to formulate suggestions for improvement
4. Score 1: The presentation was not coherent and/or showed a lack of understanding of most of the material presented, no help from ppt media, the answer from the questioner was unacceptable, unable to formulate suggestions for improvement

Form of Assessment : Participatory Activities | 1. Unit test 2 2. Jigsaw type cooperative learning at the Expert group formation stage 3 2. EXPERT 3 group presentation and class discussion 3. Assignment to rewrite all the kanji that came out during the discussion 2 X 50 | | **Material:** unit 4
Library:
Parastuti 2015. Practical methods for understanding Kanji. Surabaya: Genta Publishing | 3% |

| 12 | Able to determine the correct Jukugo to describe a word according to the reading rules KUN-KUN and KUN-ON | 1. Identifying jukugo based on the reading rules KUN-KUN and KUN-ON 2. Making vocabulary combinations based on the reading rules KUN-KUN and KUN-ON 3. Reading the text in the textbook 4. Classifying the types of vocabulary in the textbook based on the reading rules KUN-KUN and KUN-ON | **Criteria:** 1. Score 4: Presentation is carried out coherently with a clear and fluent voice, shows good understanding of the material, assisted by ppt media with an interesting composition, able to provide answers to the questioner well, able to provide suggestions for improvement 2. Score 3 The presentation was carried out coherently with a clear and fluent voice, but lacked in understanding the material presented, assisted by ppt media with an interesting composition, answers from the questioner were generally acceptable, able to provide suggestions for improvement 3. Score 2: The presentation is not coherent and/or shows a lack of understanding of some of the material presented, with the help of ppt media but is not interesting, the answer from the questioner is generally unacceptable, able to formulate suggestions for improvement 4. Score 1: The presentation was not coherent and/or showed a lack of understanding of most of the material presented, no help from ppt media, the answer from the questioner was unacceptable, unable to formulate suggestions for improvement **Form of Assessment** : Portfolio Assessment | 1. Unit test 2 2. Jigsaw type cooperative learning at the Expert group formation stage 3 2. EXPERT 3 group presentation and class discussion 3. Assignment to rewrite all the kanji that came out during the discussion 2 X 50 | | **Material:** unit 4 **Library:** *Parastuti 2015. Practical methods for understanding Kanji. Surabaya: Genta Publishing* | 5% |

| 13 | Able to determine the correct Jukugo to describe a word according to the reading rules KUN-KUN and KUN-ON | 1. Identifying jukugo based on the reading rules KUN-KUN and KUN-ON 2. Making vocabulary combinations based on the reading rules KUN-KUN and KUN-ON 3. Reading the text in the textbook 4. Classifying the types of vocabulary in the textbook based on the reading rules KUN-KUN and KUN-ON | **Criteria:** 1.Score 4: Presentation is carried out coherently with a clear and fluent voice, shows good understanding of the material, assisted by ppt media with an interesting composition, able to provide answers to the questioner well, able to provide suggestions for improvement 2.Score 3 The presentation was carried out coherently with a clear and fluent voice, but lacked in understanding the material presented, assisted by ppt media with an interesting composition, answers from the questioner were generally acceptable, able to provide suggestions for improvement 3.Score 2: The presentation is not coherent and/or shows a lack of understanding of some of the material presented, with the help of ppt media but is not interesting, the answer from the questioner is generally unacceptable, able to formulate suggestions for improvement 4.Score 1: The presentation was not coherent and/or showed a lack of understanding of most of the material presented, no help from ppt media, the answer from the questioner was unacceptable, unable to formulate suggestions for improvement

Form of Assessment : Portfolio Assessment | 1. Unit test 2 2. Jigsaw type cooperative learning at the Expert group formation stage 3 2. EXPERT 3 group presentation and class discussion 3. Assignment to rewrite all the kanji that came out during the discussion 2 X 50 | | **Material:** unit 4 **Library:** *Parastuti 2015. Practical methods for understanding Kanji. Surabaya: Genta Publishing* | 5% |

| 14 | Able to determine the correct Jukugo to describe a word according to the reading rules KUN-KUN and KUN-ON | 1. Identifying jukugo based on the reading rules KUN-KUN and KUN-ON 2. Making vocabulary combinations based on the reading rules KUN-KUN and KUN-ON 3. Reading the text in the textbook 4. Classifying the types of vocabulary in the textbook based on the reading rules KUN-KUN and KUN-ON | **Criteria:**
1. Score 4: Presentation is carried out coherently with a clear and fluent voice, shows good understanding of the material, assisted by ppt media with an interesting composition, able to provide answers to the questioner well, able to provide suggestions for improvement
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Form of Assessment : Portfolio Assessment | 1. Unit test 2 2. Jigsaw type cooperative learning at the Expert group formation stage 3 2. EXPERT 3 group presentation and class discussion 3. Assignment to rewrite all the kanji that came out during the discussion 2 X 50 | | **Material:** unit 4
Library: *Parastuti 2015. Practical methods for understanding Kanji. Surabaya: Genta Publishing* | 5% |

| 15 | Able to determine the correct Jukugo to describe a word according to the reading rules KUN-KUN and KUN-ON | 1. Identifying jukugo based on the reading rules KUN-KUN and KUN-ON 2. Making vocabulary combinations based on the reading rules KUN-KUN and KUN-ON 3. Reading the text in the textbook 4. Classifying the types of vocabulary in the textbook based on the reading rules KUN-KUN and KUN-ON | **Criteria:**
 1. Score 4: Presentation is carried out coherently with a clear and fluent voice, shows good understanding of the material, assisted by ppt media with an interesting composition, able to provide answers to the questioner well, able to provide suggestions for improvement
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 4. Score 1: The presentation was not coherent and/or showed a lack of understanding of most of the material presented, no help from ppt media, the answer from the questioner was unacceptable, unable to formulate suggestions for improvement

 Form of Assessment : Participatory Activities | 1. Unit test 2 2. Jigsaw type cooperative learning at the Expert group formation stage 3 2. EXPERT 3 group presentation and class discussion 3. Assignment to rewrite all the kanji that came out during the discussion 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* | 1% |

| 16 | FINAL EXAMS | capable students | **Criteria:**
 student

Form of Assessment :
Participatory Activities,
Practice/Performance | 2 X 50 | | **Material:** unit 8
Bibliography:
Yada Yayoi 1997. Tonoshiku Wakaru Jugyou Kanji Gakushu no Aidea . Tokyo: Shougakukan | 1% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	28.66%
2.	Portfolio Assessment	51.66%
3.	Practice / Performance	14.66%
4.	Test	5%
		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.