

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

Document Code

		S	E	MES	TEF	R L	ΕA	RN	IING	PL.	AN							
Courses		CODE			(Cour	se Fa	mily		Credit	Weig	ht		SEME	STER	Co	mpilat	ion
Jokyu Hyoki	Kyoka	8820502	126							T=2	P=0 E	CTS=	3.18		7		y 18, 2	024
AUTHORIZA [*]		SP Deve	lope	er					Cours	e Clust	e Cluster Coordinator Study Program Coordinat				ato			
		Parastuti							Mintas	sih				Rus	miyati,	S.Pd.	, M.Pd	
Learning model	Case Studies	5																
Program	PLO study p	rogram which	is c	harged	l to th	e co	urse											
Learning Outcomes	PLO-6	Able to make s	trate	gic deci	sions b	ased	on in	forma	tion and	data a	nalysis	in Jap	anese	scient	ific prin	ciples		
(PLO)	PLO-8	Able to plan, in oriented toward and learning m	nplen ds pro edia.	nent and ocess si	d evalu andard	ate J Is us	apane ing sc	ese la cience	nguage and ted	learning hnology	g, lingu ⁄-base	istics, e d Japar	educat nese la	tional s anguag	cience e learn	and re	esearc source	h :S
	PLO-11	Able to analyze designs for Jap	and anes	l apply t se langu	heories age le	s, cor arnin	cepts g.	s, арр	roaches	in learn	ing Ja	panese	e; and	produc	e innov	ative	learnin	ıg
	PLO-14	Mastering basi language educ			oncept	s, lar	nguag	je leai	ning, la	nguage	skills,	langua	ge res	earch a	and Jap	anes	е	
	Program Ob	jectives (PO)																
	PO - 1	students are ab	le to	unders	and													
	PLO-PO Mat	trix																
		P.O		F	LO-6			PLO-	3	PLC	D-11		PLO	-14				
		PO-1																
						l						<u> </u>						
	PO Matrix at	PO Matrix at the end of each learning stage (Sub-PO)																
																		1
		P.O	L		1			1		We	1	1	ı	1	I I		ı	-
				1 2	3	4	5	6	7 8	3 9	10	11	12	13	14	15	16	
		PO-1																
Short Course Description	in the field of level Japanes Japanese ne	L a mandatory co Kanji reading an e language textb wspaper articles iments in the fori	d wri ooks . Th	iting skil s along v is cours	ls. The vith sin se is in	com ople to opler	peter erms nente	ncies to using ed wit	hat mus letters h a cor	st be aclused da used da nmunica	hieved ily in J ative, (start fr apanes collabo	rom th se soci rative	ose co iety, to approa	ntained being a	l in int able to	ermed read	liate ligh
References	Main :																	
	_	Yayoi 1997. Tor stuti 2015. Metoc				,,	,				,		akuka	n				
	Supporters:																	_
	_	Ichizo, Ueda To a, Cece. 1991. k								-		ung: Ro	osdaka	arya				
Supporting lecturer	Dra. Parastuti	, M.Pd.																
			_	luation					Lea	elp Lea rning m ent Assi	ethod				ning			

	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	 Identifying jukugo based 	Criteria: 1.Score 4:	 Unit test 2 2. Jigsaw 		Material: unit 4	3%
	correct Jukugo	on the reading	Presentation is	type		Library:	
	to describe a word according	rules KUN-KŪN and KUN-ON 2.	carried out	cooperative		Parastuti	
	to the reading	Making	coherently with a	learning at		2015.	
	rules KUN-KŬN	vocabulary	clear and fluent	the Expert		Practical	
	and KUN-ON	combinations based on the	voice, shows good	group formation		methods for understanding	
		reading rules	understanding of	stage 3 2.		Kanji.	
		KUN-KUN and KUN-ON 3.	the material,	EXPERT 3		Surabaya:	
		Reading the	assisted by ppt media with an	group		Genta	
		text in the	interesting	presentation and class		Publishing	
		textbook 4. Classifying the	composition, able	discussion			
		types of	to provide answers	3.			
		vocabulary in the textbook	to the questioner	Assignment			
		based on the	well, able to	to rewrite all the kanji			
		reading rules KUN-KUN and	provide suggestions for	that came			
		KUN-ON	improvement	out during			
			2.Score 3 The	the .			
			presentation was	discussion 2 X 50			
			carried out	2 X 30			
			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				
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12	Able to	1. Identifying	Criteria:	1. Unit test		Material: unit	5%
	determine the correct Jukugo	jukugo based on the reading	1.Score 4:	2 2. Jigsaw		4	
	to describe a	rules KUN-KUN	Presentation is	type		Library:	
	word according	and KUN-ON 2.	carried out	cooperative		Parastuti	
	to the reading	Making	coherently with a	learning at		2015.	
	rules KUN-KŬN	vocabulary	clear and fluent	the Expert		Practical	
	and KUN-ON	combinations	voice, shows good	group		methods for	
		based on the reading rules	understanding of	formation		understanding	
		KUN-KUN and	the material,	stage 3 2.		Kanji.	
		KUN-ON 3.	assisted by ppt	EXPERT 3		Surabaya:	
		Reading the	media with an	group		Genta But list is a	
		text in the	interesting	presentation		Publishing	
		textbook 4.	composition, able	and class			
		Classifying the types of	•	discussion			
		vocabulary in	to provide answers to the questioner	3.			
		the textbook		Assignment			
		based on the	well, able to	to rewrite all the kanji			
		reading rules KUN-KUN and	provide	that came			
		KUN-KUN and KUN-ON	suggestions for	out during			
		KON ON	improvement	the			
			2.Score 3 The	discussion			
			presentation was	2 X 50			
			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	l	1	l		

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

	determine the correct Jukugo to describe a word according to the reading rules KUN-KUN and KUN-ON	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	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 4.Score 1: The presented, no help from ppt media, the answer from the questioner was unacceptable, unable to formulate suggestions for improvement Form of Assessment: Portfolio Assessment: Portfolio Assessment	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		4 Library: Parastuti 2015. Practical methods for understanding Kanji. Surabaya: Genta Publishing	
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15	Able to	1. Identifying	Criteria:	1. Unit test		Material: unit	1%
	determine the	jukugo based	1.Score 4:	2 2. Jigsaw		8	
	correct Jukugo to describe a	on the reading rules KUN-KUN	Presentation is	type		Reader: Ueda	
	word according	and KUN-ON 2.	carried out	cooperative		Ichizo, Ueda	
	to the reading	Making	coherently with a	learning at		Toshiko.	
	rules KUN-KUN	vocabulary	clear and fluent	the Expert		2010. 英語で	
	and KUN-ON	combinations	voice, shows good	group		説明する日本	
		based on the		formation		の文化.	
		reading rules	understanding of	stage 3 2.		Tokyo:	
		KUN-KUN and KUN-ON 3.	the material,	EXPERT 3		Gokken	
		Reading the	assisted by ppt	group			
		text in the	media with an	presentation			
		textbook 4.	interesting	and class			
		Classifying the	composition, able	discussion			
		types of	to provide answers	3.			
		vocabulary in	to the questioner	Assignment			
		the textbook based on the	well, able to	to rewrite all			
		reading rules	provide	the kanji			
		KUN-KUN and	suggestions for	that came			
		KUN-ON	improvement	out during			
			2.Score 3 The	the			
			presentation was	discussion			
			carried out	2 X 50			
			coherently with a				
1 1			clear and fluent				
1 1			voice, but lacked				
1 1			in understanding				
1 1			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				
1 1			suggestions for				
			improvement				
1			4.Score 1: The				
			presentation was				
			not coherent				
1 1			and/or showed a				
			lack of				
1 1							
			understanding of				
			most of the				
1 1			material				
			presented, no help				
			from ppt media,				
			the answer from				
			the questioner was				
1 1			unacceptable,				
			unable to				
			formulate				
			suggestions for				
			improvement				
			p				
			Form of Assessment :				
			Participatory Activities				
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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:	1%	
					Aidea . Tokyo: Shougakukan		

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

- 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.
- 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.
- 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.