



**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
Basic Listening	8820502317		T=2 P=0 ECTS=3.18	5	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Rusmiyati, S.Pd., M.Pd, Dra. Yovinza B, M.Pd		Rusmiyati, S.Pd., M.Pd	Rusmiyati, S.Pd., M.Pd.	

Learning model	Case Studies
-----------------------	---------------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course																													
	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-10	Able to speak Japanese receptively and productively in daily/general, academic and work contexts																												
	PLO-14	Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																												
	Program Objectives (PO)																													
	PO - 1	Have good values, morals, ethics and personality in completing the given learning tasks																												
	PO - 2	Able to make strategic decisions in answering and disclosing information based on the information heard																												
	PO - 3	Responsible for his own work and can be given responsibility for the achievement and reporting of Shokyu Chokai's work results																												
	PO - 4	Mastering basic language concepts, language learning, language skills, language research and Japanese language education related to the chokai material that is heard																												
	PO - 5	Able to speak Japanese receptively and productively in daily/general, academic and work contexts related to the sub-themes being heard																												
	PO - 6	Able to plan, implement and evaluate Shokyu Chokai learning using process standards using science and technology-based Japanese language learning resources and learning media.																												
	PLO-PO Matrix																													
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-8</th> <th>PLO-10</th> <th>PLO-14</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-8	PLO-10	PLO-14	PO-1				PO-2				PO-3				PO-4				PO-5				PO-6			
	P.O	PLO-8	PLO-10	PLO-14																										
	PO-1																													
PO-2																														
PO-3																														
PO-4																														
PO-5																														
PO-6																														
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																
PO-6																

Short Course Description	The material in this course contains simple short conversations, packaged in dialogue or monologue on various themes. Learning emphasizes the goal of perceptual listening, namely understanding knowledge about linguistic rules. Students practice both individually and in groups in the activity of listening and pronouncing words and sentences according to the procedural and suprasegmental characteristics of the Japanese language they hear. The learning method used is Problem Based learning. Through listening to conversational material, students identify words, sentences, interpret the content, then retell it using simple Japanese. learning strategies through discussion, question and answer, group work, storytelling. Learning evaluation is carried out in the form of written tests, assignments and a checklist of student activity both individually and in groups in learning activities.
References	Main : 1. Makino Asako, Tanaka Yone dkk.2009. Minna no nihongo Shokyu 1 chokai tasuku25. surie netowaku. 2. Murano R, Tanimachi M dkk. 1994. E to Tasuku de MAnabu Nihongo. Tokyo:Bonjinsha Supporters:
Supporting lecturer	Rusmiyati, 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	explain the contents of the conversation simply in Indonesian	1.Say the words in Japanese 2.Imitate sounds and simple sentences in Japanese 3.Explain the content of the conversation in Indonesian 4.Answer the questions correctly	Criteria: 1.It is very good if students can and are able to explain the contents of conversations, news well and correctly without mistakes. 2.It is good if students can and are able to explain the content of news conversations with minimal errors. 3.It is sufficient if overall 50 percent of students are correct in conveying the content. Less if overall there is still a wrong perception of the content of the conversation 4.Less if overall there is still a wrong perception of oneself Form of Assessment : Participatory Activities	Problem Based Learning 2 X 50		Material: chapter 1 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%

2	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely 	<p>Criteria: It is very good if students can and are able to explain the content of conversations, news well and correctly without errors. It is good if students can and are able to explain the content of news conversations with few errors. Sufficient if overall 50 percent of students are correct in conveying the content. Less if overall they are still wrong in perceiving the content. conversation</p> <p>Form of Assessment : Participatory Activities</p>	Problem Based Learning 2 X 50		<p>Material: Chapter 2 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%
3	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely 	<p>Criteria: It is very good if students can and are able to explain the content of conversations, news well and correctly without errors. It is good if students can and are able to explain the content of news conversations with few errors. Sufficient if overall 50 percent of students are correct in conveying the content. Less if overall they are still wrong in perceiving the content. conversation</p> <p>Form of Assessment : Participatory Activities</p>	Problem based learning 2 X 50		<p>Material: Chapter 3 Bibliography: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%
4	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely 	<p>Criteria: It is very good if students can and are able to explain the content of conversations, news well and correctly without errors. It is good if students can and are able to explain the content of news conversations with few errors. Sufficient if overall 50 percent of students are correct in conveying the content. Less if overall they are still wrong in perceiving the content. conversation</p> <p>Form of Assessment : Participatory Activities</p>	problem based learning 2 X 50		<p>Material: Chapter 4 Bibliography: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%
5	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely 	<p>Criteria: It is very good if students can and are able to explain the content of conversations, news well and correctly without errors. It is good if students can and are able to explain the content of news conversations with few errors. Sufficient if overall 50 percent of students are correct in conveying the content. Less if overall they are still wrong in perceiving the content. conversation</p> <p>Form of Assessment : Participatory Activities</p>	discussion question and answer lecture 2 X 50		<p>Material: chapter 5 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%

6	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely 	<p>Criteria: It is very good if students can and are able to explain the content of conversations, news well and correctly without errors. It is good if students can and are able to explain the content of news conversations with few errors. Sufficient if overall 50 percent of students are correct in conveying the content. Less if overall they are still wrong in perceiving the content. conversation</p> <p>Form of Assessment : Participatory Activities</p>	problem based learning 2 X 50		<p>Material: Chapter 6 Bibliography: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%
7	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely 	<p>Criteria: It is very good if students can and are able to explain the content of conversations, news well and correctly without errors. It is good if students can and are able to explain the content of news conversations with few errors. Sufficient if overall 50 percent of students are correct in conveying the content. Less if overall they are still wrong in perceiving the content. conversation</p> <p>Form of Assessment : Participatory Activities</p>	Problem based learning 2 X 50		<p>Material: Chapter 7 Bibliography: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%
8	<ol style="list-style-type: none"> 1.explain in Indonesian simply 2.retelling in Japanese 	<ol style="list-style-type: none"> 1.convey the contents of a dialogue or monologue 2.answer questions correctly and precisely 	<p>Criteria: 1. Correct = 5 2. false = 0</p> <p>Form of Assessment : Participatory Activities, Tests</p>	UTS 2 X 50		<p>Material: UTS Bibliography: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	15%
9	<ol style="list-style-type: none"> 1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese 	<ol style="list-style-type: none"> 1.mention the word 2.imitate sentences 3.convey the content of the dialogue 4.answer the question correctly 	<p>Criteria: 1.It would be very good if you could report the contents of what was heard accurately and correctly 2.It's good if students can report with minimal errors 3.enough if it is 50 percent correct 4.less if overall there are still many things wrong</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	problem based learning 2 X 50		<p>Material: CHAPTERS 8-9 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	5%

10	1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese	1. mention the word 2. imitate sentences 3. convey the content of the dialogue 4. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Participatory Activities, Practice/Performance	problem based learning 2 X 50		Material: CHAPTERS 10-11 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%
11	1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese	1. mention the word 2. imitate sentences 3. convey the content of the dialogue 4. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Participatory Activities, Practice/Performance	problem based learning 2 X 50		Material: chapters 12-13 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%
12	1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese	1. mention the word 2. imitate sentences 3. convey the content of the dialogue 4. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Participatory Activities, Practice/Performance	problem based learning 2 X 50		Material: CHAPTERS 14-15 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%
13	1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese	1. mention the word 2. imitate sentences 3. convey the content of the dialogue 4. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Participatory Activities, Practice/Performance	problem based learning 2 X 50		Material: Chapters 16-17 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%

14	1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese	1. mention the word 2. imitate sentences 3. convey the content of the dialogue 4. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Participatory Activities, Practice/Performance	problem based learning 2 X 50		Material: CHAPTERS 18-19 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%
15	1. Identify words in Japanese 2. explained in Indonesian 3. retelling in Japanese	1. mention the word 2. imitate sentences 3. convey the content of the dialogue 4. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Participatory Activities, Practice/Performance	problem based learning 2 X 50		Material: CHAPTERS 20-21 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	5%
16	1. explained in Indonesian 2. retelling in Japanese	1. mention the word 2. convey the content of the dialogue 3. answer the question correctly	Criteria: 1. It would be very good if you could report the contents of what was heard accurately and correctly 2. It's good if students can report with minimal errors 3. enough if it is 50 percent correct 4. less if overall there are still many things wrong Form of Assessment : Test	problem based learning 2 X 50		Material: CHAPTERS 19-24 References: <i>Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i>	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	60%
2.	Practice / Performance	17.5%
3.	Test	22.5%
		100%

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.
- 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.