SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Shokyu Nihongo		8820503261		**T=3**	**P=0**	**ECTS=4.77**	1	July 5, 2022

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
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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.
	Program Objectives (PO)	
	PO - 1	初対面の人と簡単なあいさつや自己紹介ができる。(Being able to say hello and introduce yourself to people you meet for the first time)
	PLO-PO Matrix	

P.O	PLO-8
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	Shokyu Nihongo is a basic level Japanese course that has a learning target at A2 JF Standard level. This lecture material includes an examination of sentence patterns and basic Japanese vocabulary, as well as forms of simple Japanese expressions that are used every day. Vocabulary exercises, sentence patterns and simple expressions are implemented in intensive and comprehensive exercises in writing and orally, individually and in groups. Through learning activities based on discussions, presentations and projects, students are expected to be able to master Japanese language skills, both productive and receptive, equivalent to A2 JF Standard level in an integrative manner, have high creativity and innovation power, and have high level thinking abilities.

References	Main :	
	1. Makino, Akiko dkk. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Pustaka Lintas Budaya 2. Makino, Akiko dkk. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Pustaka Lintas Budaya. 3. Makino, Akiko, dkk. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Pustaka Lintas Budaya.	
	Supporters:	

Supporting lecturer	Dr. Urip Zaenal Fanani, M.Pd. Dr. Ina Ika Pratita, M.Hum. Didik Nurhadi, M.Pd., M.A., Ph.D. Joko Prasetyo, S.Pd., M.Pd. 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	初対面の人と簡単なあいさつや自己紹介ができる。(Being able to say hello and introduce yourself to people you meet for the first time)	1.Say hello in Japanese and respond according to context 2.Introduce yourself and others with basic Japanese sentence patterns 3.State simple information about yourself (name, country of origin, occupation) in Japanese 4.Ask and state age in Japanese well	**Criteria:** 1.1. Students are able to name sentence forms and patterns 2.2. Students are able to make simple sentences according to the form and pattern of the sentence. 3.3. Students are able to apply sentence patterns in simple dialogue 4.4. Students are able to modify sentences with various dialogues **Form of Assessment** : Participatory Activities	Lectures, discussions, questions and answers, assignments 2 X 50		**Material:** jiko shoukai **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*	5%
2	初対面の人と簡単なあいさつや自己紹介ができる。(Being able to say hello and introduce yourself to people you meet for the first time)	1.Say hello in Japanese and respond according to context 2.Introduce yourself and others with basic Japanese sentence patterns 3.State simple information about yourself (name, country of origin, occupation) in Japanese 4.Ask and state age in Japanese well	**Criteria:** 1.1. Students are able to name sentence forms and patterns 2.2. Students are able to make simple sentences according to the form and pattern of the sentence. 3.3. Students are able to apply sentence patterns in simple dialogue 4.4. Students are able to modify sentences with various dialogues **Form of Assessment** : Participatory Activities, Practice/Performance	Lectures, discussions, questions and answers, assignments 2 X 50		**Material:** kore wa jisho desu **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*	10%
3	1.Able to practice grammar to express the activity of traveling/arrival using certain means of transportation 2.Offering and accepting an invitation to do something.	1.Able to use grammar to convey traveling/returning activities by means of transportation. 2.Able to use grammar to convey offer and acceptance. 3.Able to use grammar to convey an invitation to do something together.	**Criteria:** 1.Assessment of classmates' transportation equipment survey presentations 2.Assessment of interview presentations on the price of favorite goods **Form of Assessment** : Participatory Activities	project based learning 2 X 50		**Material:** themes in chapters 5-6 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*	5%
4	Have knowledge of time expressions	1.Able to tell time. 2.Be able to use adverbs: 26.from 26..until 3.Able to say the names of days in Japanese. 4.Able to use the verb forms masu, masen, mashita, masendeshita 5.be able to say expressions that express numbers	**Criteria:** Presentation assessment of the survey with a table of interview results **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lecture, Question and answer, assignment 2 X 50		**Material:** lesson themes 7-8 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*	5%
5	Able to practice grammar to express the activities of the existence of animate and inanimate objects, express units of quantities of animate and inanimate objects, and express impressions (experiences) in Japanese.	1.Able to make sentences that state the purpose. 2.Able to use the word Bantu de which denotes a tool. 3.Able to use the word Bantu to. 4.Able to use sentence patterns that state months and dates in Japanese.	**Criteria:** Presentation assessment of the survey with a table of interview results **Form of Assessment** : Participatory Activities, Practice/Performance	case method, presentation and discussion 2 X 50		**Material:** themes in lessons 9-10 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*	5%

| 6 | Able to practice grammar to express the condition of objects and favorite impressions in Japanese. | 1. Able to use grammar to convey the state of objects by using adjectives.
2. Able to use grammar to convey the impression of liking, the impression of expertise, and ability.
3. Able to use grammar to convey reasons for preferences or skills. | **Criteria:**
Presentation assessment of the survey with a table of interview results

Form of Assessment : Participatory Activities | case method, presentation and discussion
2 X 50 | | **Material:** themes in learning 11-12
References: *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library* | 0% |
| 7 | Able to practice grammar to express the activities of the existence of animate and inanimate objects, express units of quantities of animate and inanimate objects, and express impressions (experiences) in Japanese. | 1. Able to use grammar to convey the state of living objects.
2. Able to use grammar to convey inanimate objects.
3. Able to use grammar to convey units of quantity of goods according to the type of goods
4. Able to use grammar to convey the impression (experience) of assessing the quality of goods. | **Criteria:**
Presentation assessment of the survey with a table of interview results

Form of Assessment : Participatory Activities | case method, presentation and discussion
2 X 50 | | **Material:** themes in learning 11-12
References: *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*

Material: themes 11-12
References: *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.*

Material: theme of chapters 11-12
References: *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.* | 10% |

| 8 | Able to practice grammar to express the activities of the existence of animate and inanimate objects, express units of quantities of animate and inanimate objects, and express impressions (experiences) in Japanese. | 1. Able to use grammar to convey the state of living objects. 2. Able to use grammar to convey inanimate objects. 3. Able to use grammar to convey units of quantity of goods according to the type of goods 4. Able to use grammar to convey the impression (experience) of assessing the quality of goods. | **Criteria:** Presentation assessment of the survey with a table of interview results **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance | case method, presentation and discussion 2 X 50 | | **Material:** themes in learning 11-12 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*

 Material: themes 11-12 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.*

 Material: theme of chapters 11-12 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.* | 10% |

9	able to solve integral theme grammar problems from theme 1 to theme 14	students are able to solve problems in the test items given with a learning completeness percentage of 75%	**Criteria:** 1.1. Students are able to use vocabulary in solving the given cases 2.2. Students are able to use grammar in completing exam material 3.3. Students are able to compose natural dialogue in Japanese 4.4. Students are able to understand kanji and use it according to context **Form of Assessment** : Participatory Activities, Tests	providing assessment in the form of a 2 X 50 written test		**Material:** themes 1 to 7 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library* **Material:** themes 1 to 14 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library* **Material:** themes 1 - 12 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.* **Material:** themes 1 to 15 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.*	2%
10	Able to speak Japanese by using sentence patterns to express wishes, wishes, requests, requests for permission and prohibitions on requests	1. Able to communicate in Japanese with the application of grammar to convey wishes. 2. Able to communicate in Japanese by applying grammar to convey polite requests or orders. 3. Able to communicate in Japanese with the application of grammar to convey permission requests 4. Able to communicate in Japanese with the application of grammar to convey prohibitions on permit requests.	**Criteria:** Weight of performance assessment results and assignments **Form of Assessment** : Participatory Activities, Portfolio Assessment	Lectures, questions and answers, assignments, presentations and discussions 2 X 50		**Material:** theme 16 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library* **Material:** theme 16 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.*	2%

| 11 | Able to speak Japanese by using sentence patterns to express sequence of activities, complex assessments/impressions, prohibitions, obligations, rules and regulations. | 1.Able to communicate in Japanese by applying grammar to convey the sequence of activities. 2.Able to communicate in Japanese by applying grammar to briefly describe things such as people, things and places. 3.Able to communicate in Japanese by applying grammar to convey the content of rules, regulations and prohibitions. 4.Able to communicate in Japanese by applying grammar for skills (can and can't) related to hobbies. | **Criteria:** poster product criteria

Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | project based learning, making 2 X 50 prohibition posters | | **Material:** theme 17 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*

Material: theme 17 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.*

Material: theme 17 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.* | 2% |
| 12 | Able to speak Japanese by using sentence patterns to express sequence of activities, complex assessments/impressions, prohibitions, obligations, rules and regulations. | 1.Able to communicate in Japanese by applying grammar to convey the sequence of activities. 2.Able to communicate in Japanese by applying grammar to briefly describe things such as people, things and places. 3.Able to communicate in Japanese by applying grammar to convey the content of rules, regulations and prohibitions. 4.Able to communicate in Japanese by applying grammar for skills (can and can't) related to hobbies. | **Criteria:** poster product criteria

Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | project based learning, making 2 X 50 prohibition posters | | **Material:** theme 17 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*

Material: theme 17 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.*

Material: theme 17 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.* | 5% |

| 13 | Able to speak Japanese with sentence patterns to express experiences and changes in circumstances | 1. Able to communicate in Japanese with the application of grammar to convey experiential activities. 2. Able to communicate in Japanese by applying grammar to express changes in circumstances/things. | **Criteria:** Weight of performance assessment results and assignments

Form of Assessment : Participatory Activities | Lectures, questions and answers, assignments, discussions and presentations 2 X 50 | | **Material:** theme 18 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*

Material: theme 18 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.*

Material: theme 18 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.* | 8% |
| 14 | Able to speak Japanese with non-formal Japanese sentence patterns | 1. Able to communicate in Japanese by applying non-formal grammar 2. Able to communicate in Japanese by applying grammar to express other people's quotes/opinions 3. Able to communicate in Japanese by applying grammar to express adverbs (modifications) of nouns, modify time adverbs | **Criteria:** The weight of the comic assessment instrument as a product

Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment | problem based learning, presentation of non-formal forms of Japanese using 2 X 50 comic media | | **Material:** theme 19 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library*

Material: theme 19 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.* | 4% |

15	Able to speak Japanese with sentence patterns to express giving and receiving assistance activities and prerequisite expressions.	1. Able to communicate in Japanese with the application of grammar to express activities of giving and receiving assistance. 2. able to communicate in Japanese with the application of grammar to express prerequisites.	**Criteria:** Weight of performance assessment results and assignments **Form of Assessment** : Participatory Activities	Lectures, questions and answers, assignments, discussions and presentations 2 X 50		**Material:** theme 20 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library* **Material:** theme 20 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.* **Material:** theme 20 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.*	7%
16	UAS	Students can solve grammar problems in various contexts	**Criteria:** UAS **Form of Assessment** : Participatory Activities, Tests	assessment in UAS 2 X 50 packaging		**Material:** themes 16-22 **References:** *Makino, Akiko et al. 2012. Minna no Nihongo Shokyuu 1 Dai 2 han Honsatsu . Indonesia: PT. Cross-Cultural Library* **Material:** themes 16-22 **References:** *Makino, Akiko et al. 2002. Minna no Nihongo, Shokyuu I Hyojun mondai Shu . Indonesia : PT. Cross-Cultural Library.* **Material:** themes 16-22 **References:** *Makino, Akiko, et al. 2002. Minna no Nihongo, Shokyuu I Honyaku Bunpo Kaisetsu Indonesia go Ban . Indonesia : PT. Cross-Cultural Library.*	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	65.83%
2.	Project Results Assessment / Product Assessment	8.83%
3.	Portfolio Assessment	3.5%
4.	Practice / Performance	10.83%
5.	Test	11%
		99.99%

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.