

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

Document Code

Courses			CODE		Course Fa	amily		Credit	Weight		SEMESTER	Compilation Date
Develop	ment of	Learning Tools	882050321	5				T=3	P=0 EC	TS=4.77	5	July 18, 2024
AUTHOR	RIZATION	N	SP Develo	per			Cours	e Clust	er Coord	linator	Study Prog Coordinato	
											Rusmiyati	S.Pd., M.Pd.
Learning	j model	Project Based L	earning									
Program		PLO study prog	gram which is cl	narged to the	e course							
Learning Outcom		Program Objec	tives (PO)									
(PLO)		PLO-PO Matrix										
		P.O PO Matrix at the end of each learning stage (Sub-PO)										
			P.0				v	Veek				
			1	2 3 4	5 6	7		9 10	11	12	13 14	15 16
Short Co Descript		Japanese langua basic principles of characteristics of and outcomes of achieved are the assessment is ca tools, workshops	e functional relatic ige material accor of Japanese langu students, analysis Japanese languag en concretely imp rried out through t on developing lea rcise in implementi ivities	ding to the cu lage learning s difficulties in ge learning wh lemented into he presentatio rning tools by	arriculum ar that educat learning Ja nich refer to the syllat on of concep students of	nd time a tes variou apanese the teach bus prep ots, prese riented to	allocati us mo faced hing a paratio entatio owards	ion, con odels of by stud nd learr n exerc on of exa s each learn	extual 3 learning ents, as ing proc se and mples o earning	lapanese scenaric sessmen æss and learning f learning model an	language lea s that take in t instruments the competen implementat plans in the d strategy. Th	trining planning not account the for the process cies that will be ion plans. The form of learning e study activity
Referen	ces	Main :										
		Supporters:										
Supporting         Dra. Nise Samudra Sasanti, M.Hum.												
lecturer Joko Prasetyo, S.Pd., M.Pd.												
Week-	learnir	bilities of each	E١	Evaluation		Learning meth Student Assign		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [ References	Assessment Weight (%)	
	(Sub-F	0)	Indicator	Criteria &	& Form	Offline ( Online ( online ) ]	]					
	1	(2)	(3)	(4)		(5)	-	1	(6)		(7)	(8)

-	the development of the	En en la faction d				
1	Understanding the Concept of Learning SystemsUnderstanding the Basic Concepts of Learning	Explaining the Basic Concepts of a System Explaining the benefits of a systems approach Outlining the components of a learning system Identifying criteria and various variables that can influence the system Describing the meaning of learning planning Explaining the importance of learning planning Duveloping criteria for learning planning that is considered good Presenting material using media or other media clearly	<ul> <li>Criteria: <ol> <li>The assessment</li> <li>is carried out on the following aspects:</li> <li>2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>2.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>6. The final NA is (participation value x2) (AS value (3) divided by 10</li> <li>7. Written sheet</li> </ol></li></ul>	Presentation, Discussion 3 X 50		0%

2	Understand the concept of type principles, elements in learning planning. Understand the concept of type principles, elements in learning design	Explaining the essence of planning Outlining the stages of the program starting from preparing time allocation, annual program, semester, syllabus development and ending with developing lesson plans Describing the meaning of learning design criteria Outlining at least 3 learning media or other media clearly	<ul> <li>Criteria: <ol> <li>The assessment is carried out on the following aspects:</li> <li>Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>A.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>S.2. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>S.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>G.The final NA is (participation value x2) (assignment value x3) (UTS value x2) UAS value (3) divided by 10</li> <li>Written sheet 8.S</li> </ol></li></ul>	Presentation, Discussion, Reflection 3 X 50			0%
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		Evelaining the		-		00/
3	Understand the concept of principles, types, elements in learning planning. Understand the concept of principles, types, elements in learning design	Explaining the essence of planning Outlining the stages of the program itself starting from preparing time allocation, annual program, semester, syllabus development and ending with developing lesson plans Describing the meaning of learning design criteria Outlining at learning design models Presenting material using other media clearly	<ul> <li>Criteria: <ol> <li>The assessment is carried out on the following aspects:</li> <li>Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>A. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>A. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>The final NA is (participation value x2) (assignment value x3) (UTS value x 2) UAS value (3) divided by 10</li> </ol></li></ul>	Presentation, discussion, reflection 3 X 50		0%
			by 10			
			7.Written sheet 8.S			

4	Understand the learning design model. Identify the steps for implementing needs analysis	Explain the background to the need for a design model to support a competency achievement- oriented curriculum. The DSI - PK model framework itself is the result of the development process	<ul> <li>Criteria: <ol> <li>The assessment is carried out on the following aspects:</li> <li>Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>Subsummative test (UTS) is carried out once accessing relevant indicators through aveight (3)</li> <li>August (JAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>The final NA is (participation value x2) (assignment value x3) (UTS value x 2) UAS</li> </ol></li></ul>	Presentation, Discussion, Reflection 3 X 50		0%
			(assignment value x 3) (UTS			

5       Describe learning objectives: into learning objectives: objectives in the learning system. Outlining the differences between general objectives in the learning system. Outlining the learning system. Outlining the learning objectives in the learning objectives and the learning objectives in the learning objectives.       2.1. Participation during lectures and presence of activities is carried out on the following is system. Outlining the concept and types of competencies and their relationship to learning objectives.       3.2. Assignment queed to form a weighted assignment grade (2)         4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)       5.4. Summative test (UAS) are	<u> </u>	<u> </u>					
carried out to         measure several         indicators that         have been         selected         proportionally,         given weights (3)         6.The final NA is         (participation         value x2)         (assignment         value x3) (UTS         value x2) UAS         value (3) divided         by 10         7.Written sheet	5	learning objectives. Understand how to develop learning	learning objectives in the learning system. Outlining the differences between general objectives and specific objectives and specific objectives in the learning system. Outlining the concept and types of competencies and their relationship to learning	<ul> <li>is carried out on the following aspects:</li> <li>2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>4.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>6. The final NA is (participation value x2) (assignment value x3) (UTS value x3) (UTS value x3) divided by 10</li> <li>7. Written sheet</li> </ul>	Reflection		0%
8.s				8.s			

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6	Understand how to	Describe the nature of the	Criteria:	Presentation,		0%
1	develop learning experiences	learning	1.The assessment	discussion,		
1	Understand how to	experience,	is carried out on	reflection		
	develop learning media	explain the	the following	3 X 50		
	and resources	considerations	aspects:			
		and principles	2.1. Participation			
		of organizing	during lectures			
		the learning experience,	and presence of			
		identify the	activities is			
		stages of the	carried out			
		learning	through			
		experience,	observations,			
		describe the	observations			
		importance of developing	(weight 2)			
		learning that is	3.2. Assignment			
		oriented	grades, weekly			
		towards				
		student	exam grades and			
		activity, identify the	presentations are			
		role and duties	averaged to form			
		of teachers in	a weighted			
		developing	assignment grade			
		student learning	(2)			
		experiences,	4.3. Subsummative			
		develop a	test (UTS) is			
		variety of	carried out once			
		learning	accessing			
		strategies and	relevant indicators			
		methods, develop	through a written			
		learning	exam is given a			
		media, explain	_ weight (3)			
		the importance	5.4. Summative			
		of developing learning media	tests (UAS) are			
		, Describe the	carried out to			
		meaning of	measure several			
		learning	indicators that			
		media.	have been			
		Describe learning as a	selected			
		communication	proportionally,			
		process,	given weights (3)			
		Describe the	6.The final NA is			
		functions and benefits of	(participation			
		learning	value x2)			
		media, Explain	(assignment			
		the	value x 3) (UTS			
		classification	value x 2) UAS			
		of learning media along	value (3) divided			
		with their	by 10			
		characteristics	7.Written sheet			
		and principles	8.S			
		of selection,				
		Show the				
		relationship between				
		learning				
		resources and				
		learning				
		media, Present				
		material using media or use				
		other clear				
		media				

7       Understand how to busis identify the process       Explaining the relationship between sources on their est tools Explaining the relationship process       Criteria: (Explaining the relationship between the objectives and explaining the relationship between the stages of the learning process       Presentation, discussion, reflection 3 × 50       0%         0       Orderstand how to busis identify the relationship between tests outcomest tests outcomest tests outcomest easts and explaination formative and summative evaluation formative and summative evaluation formative and summative evaluation for evaluation outcomest as a form of evaluation formative and summative evaluation for evaluation formative and summative evaluation for evaluation for motion for evaluation for the evaluation for evaluation for ev							
0.5	7	tools. Identify the influence of students' personal development as humans on their learning abilities in the stages of the learning	between learning objectives and test tools Explaining the meaning and criteria for learning outcomes tests Explaining the relationship between tests and evaluation Describing the function of formative and summative evaluation Providing criticism of national exams as a form of evaluating learning outcomes in Indonesia Explaining the uniqueness of students as learning subjects and their influence on the learning process Outlining various forms of development in motor/physical aspects, cognitive development and development of moral aspects Developing every aspect of the learning process Presenting material using media or other	<ol> <li>The assessment is carried out on the following aspects:</li> <li>Participation during lectures and presence of activities is carried out through observations, observations, observations (weight 2)</li> <li>Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>S.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>The final NA is (participation value x2) (assignment value x 2) UAS value (3) divided by 10</li> <li>Written sheet</li> </ol>	discussion, reflection		0%

8	UTS	Criteria:			0%	
			sessment 3 X 50	)		
			ed out on			
		the foll				
		aspect				
		2.1. Par				
			lectures			
			esence of			
		activiti				
		carried				
		throug				
		observ				
		observ				
		(weigh				
		3.2. Ass				
			, weekly			
			grades and			
		preser	tations are			
		averag	ed to form			
		a weig	hted			
		assign	ment grade			
		(2)				
		4.3. Sub	summative			
		test (U	TS) is			
		carried	out once			
		access				
		releva	nt indicators			
		throug	h a written			
			s given a			
		weight				
		5.4. Sun				
			JAS) are			
		carried				
			re several			
			ors that			
		have b				
		selecte				
			tionally,			
		diven v	veights (3)			
		6.The fir	al NA is			
		(partici				
		value				
		(assigi				
			(UTS			
			(2) UAS			
			3) divided			
		by 10 7.Writter	abaat			
		7.vvritter	sneet			

9	Understanding curriculum	Determine Japanese	Criteria:	Lectures,		0%
	development as a way	language	1.The assessment	discussions, reflections		
	to increase	material	is carried out on	3 X 50		
	competence according	according to	the following	3 × 30		
	to the demands of science and	the curriculum and time	aspects:			
	technology	allocation	2.1. Participation			
	developments and		during lectures			
	their problems		and presence of activities is			
			carried out			
			through			
			observations,			
			observations			
			(weight 2)			
			3.2. Assignment			
			grades, weekly			
			exam grades and			
			presentations are			
			averaged to form			
			a weighted			
			assignment grade			
			(2)			
			4.3. Subsummative			
			test (UTS) is			
			carried out once			
			accessing relevant indicators			
			through a written			
			exam is given a			
			weight (3)			
			5.4. Summative			
			tests (UAS) are			
			carried out to			
			measure several			
			indicators that			
			have been			
			selected			
			proportionally,			
			given weights (3) 6.The final NA is			
			(participation			
			value x2)			
			(assignment			
			value x 3) (UTS			
			value x 2) UAS			
			value (3) divided			
			by 10			
			7.Written sheet			

10	Understand how to prepare the RPP syllabus based on K 13	Determine Japanese language material according to the curriculum and time allocation	Criteria: 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations, (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative test (UTS) is	Lectures, discussions, reflections 3 X 50		0%
			relevant indicators through a written exam is given a weight (3) 5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3) 6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10 7.Written sheet			

11	Develop syllabus and lesson plans based on KTSP and K 13	Determine Japanese language material according to the curriculum and time allocation	Criteria: 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2) 4.3. Subsummative	Workshop 3 X 50		0%
			during lectures			
			activities is			
			(weight 2)			
			assignment grade			
			4.3. Subsummative test (UTS) is			
			carried out once			
			accessing			
			relevant indicators			
			through a written			
			exam is given a			
			weight (3) 5.4. Summative			
			tests (UAS) are			
			carried out to			
			measure several			
			indicators that			
			have been selected			
			proportionally,			
			given weights (3)			
			6.The final NA is			
			(participation			
			value x2)			
			(assignment value x 3) (UTS			
			value x 2) UAS			
			value (3) divided			
			by 10			
			7.Written sheet			

12	Develop syllabus and lesson plans based on KTSP and K 13	Determine Japanese language material according to	Criteria: 1.The assessment is carried out on the following	Workshop 3 X 50		0%
		the curriculum	aspects:			
		and time allocation	2.1. Participation			
			during lectures			
			and presence of activities is			
			carried out			
			through			
			observations,			
			observations			
			(weight 2)			
			3.2. Assignment grades, weekly			
			exam grades and			
			presentations are			
			averaged to form			
			a weighted			
			assignment grade			
			(2)			
			4.3. Subsummative test (UTS) is			
			carried out once			
			accessing			
			relevant indicators			
			through a written			
			exam is given a			
			weight (3) 5.4. Summative			
			tests (UAS) are			
			carried out to			
			measure several			
			indicators that			
			have been			
			selected			
			proportionally, given weights (3)			
			6.The final NA is			
			(participation			
			value x2)			
			(assignment			
			value x 3) (UTS			
			value x 2) UAS value (3) divided			
			by 10			
			7.Written sheet			

13	Develop syllabus and lesson plans based on	Determine Japanese	Criteria:	Workshop 3 X 50		0%
	KTSP and K 13	language	1.The assessment	3 × 50		
		material	is carried out on			
		according to	the following			
		the curriculum and time	aspects:			
		allocation	2.1. Participation			
			during lectures			
			and presence of			
			activities is			
			carried out			
			through			
			observations,			
			observations			
			(weight 2)			
			3.2. Assignment grades, weekly			
			exam grades and			
			presentations are			
			averaged to form			
			a weighted			
			assignment grade			
			(2)			
			4.3. Subsummative			
			test (UTS) is			
			carried out once			
			accessing			
			relevant indicators			
			through a written			
			exam is given a			
			_ weight (3)			
			5.4. Summative			
			tests (UAS) are			
			carried out to			
			measure several			
			indicators that have been			
			selected			
			proportionally,			
			given weights (3)			
			6.The final NA is			
			(participation			
			value x2)			
			(assignment			
			value x 3) (UTS			
			value x 2) UAS			
			value (3) divided			
			by 10			
			7.Written sheet			

14	Experience PBM	Skilled in	Criteria:	Poor		006
14	Experience PBM practice	Skilled in implementing direct learning models and scientific approaches responsibly following the model syntax	<ul> <li>Criteria: <ol> <li>The assessment is carried out on the following aspects:</li> <li>Participation during lectures and presence of activities is carried out through observations, observations (weight 2)</li> <li>A.2. Assignment grades, weekly exam grades and presentations are averaged to form a weighted assignment grade (2)</li> <li>S.3. Subsummative test (UTS) is carried out once accessing relevant indicators through a written exam is given a weight (3)</li> <li>S.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</li> <li>The final NA is (participation value x2) (assignment value x3) (UTS value x 2) UAS value (3) divided by 10</li> <li>Written sheet</li> </ol></li></ul>	Peer teaching and reflection 6 X 50		0%

15	Experience PBM practice	Skilled in implementing direct learning models and scientific approaches responsibly following the model syntax	Criteria: 1. The assessment is carried out on the following aspects: 2.1. Participation during lectures and presence of activities is carried out through observations, observations (weight 2) 3.2. Assignment grades, weekly exam grades and	Peer teaching and reflection 6 X 50		0%
			grades, weekly			

16	UAS	UAS	Criteria:	Doing		0%
			1.The assessment	3 X 50		070
			is carried out on	Assignments		
			the following	Ū.		
			aspects:			
			2.1. Participation			
			during lectures			
			and presence of			
			activities is			
			carried out			
			through			
			observations,			
			observations			
			(weight 2)			
			3.2. Assignment			
			grades, weekly			
			exam grades and			
			presentations are			
			averaged to form			
			a weighted			
			assignment grade			
			(2)			
			4.3. Subsummative			
			test (UTS) is			
			carried out once			
			accessing			
			relevant indicators			
			through a written			
			exam is given a			
			weight (3)			
			5.4. Summative			
			tests (UAS) are			
			carried out to			
			measure several			
			indicators that			
			have been			
			selected			
			proportionally,			
			given weights (3)			
			6.The final NA is			
			(participation			
			value x2)			
			(assignment			
			value x 3) (UTS			
			value x 2) UAS			
			value (3) divided by 10			
			7.Written sheet			
			1.WILLEIT SHEEL			

Evaluation Percentage Recap: Project Based Learning

1	Evaluation	1 crocinage
		0%

## 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.
- 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.
- 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.