



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
Learning Planning	8820502216	Compulsory Curriculum Subjects - Institutional	T=2	P=0	ECTS=3.18	2	January 25, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Joko Prasetyo, S.Pd., M.Pd. ; Dra. Nise Samudra Sasanti, M.Hum. ; Amira Agustin Kocimaheni, S.Pd., M.Pd.		Nise Samudra Sasanti			Rusmiyati, S.Pd., M.Pd.	

Learning model	Project Based Learning
----------------	------------------------

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-15	Mastering the basic concepts of Japanese education pedagogy including learning theory, strategies, planning and evaluation of learning in Japanese
	Program Objectives (PO)	
	PO - 1	Systems Approach to Learning
	PO - 2	Understanding the Nature of Learning Planning
	PO - 3	Understanding Learning Program Planning
	PO - 4	Understanding the Nature and Design of Learning Models
	PO - 5	Competency Achievement Oriented Learning System Design Model (DSI-PK)
	PO - 6	Designing a Needs Analysis
	PO - 7	Understanding Competency Development as a Learning Goal
	PO - 8	UTS
	PO - 9	Understanding Learning Material Development
	PO - 10	Understanding Learning Experience Development
	PO - 11	Understanding Learning Experience Development
	PO - 12	Understanding Media Development and Learning Resources
	PO - 13	Understanding Evaluation Tool Development
	PO - 14	Understanding Evaluation Tool Development
	PO - 15	Development of Evaluation Tools
	PLO-PO Matrix	

1	Can explain the Systems Approach to Learning	<ol style="list-style-type: none"> 1.Understand the Basic Concepts of Learning Systems 2.Can explain the Systems Approach to Learning 3.Can explain the components of the learning system 4.Can explain criteria and variables, variables that can influence the learning system 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion Presentation 2 X 50		<p>Material: Systems Approach in Learning</p> <p>Literature: <i>Planning and Design of Learning Systems. 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</i></p>	2%
2	Students are capable	<ol style="list-style-type: none"> 1.Can explain the meaning of learning planning 2.Can Explain the Importance of Learning Planning 3.Can explain the benefits and functions of learning planning 4.Can explain the criteria for preparing learning plans 5.Can explain the steps in preparing learning planning 	<p>Criteria: Mahaoswa is capable</p> <p>Form of Assessment : Practice / Performance</p>	Questions and answers, Lectures 2 X 50		<p>Material: The Essence of Learning Planning</p> <p>Library: <i>Planning and Design of Learning Systems. 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</i></p>	3%
3	Students are capable	<ol style="list-style-type: none"> 1.Can Explain the Nature of Planning 2.Can explain the development of planning programs 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Discussion, Lecture 2 X 50		<p>Material: Learning Program Planning</p> <p>Library: <i>Learning System Planning and Design. 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</i></p>	3%
4	Understanding the Nature and Models of Learning Design	<ol style="list-style-type: none"> 1.Can Explain the Nature of Learning Design 2.Can Explain Learning Design Models 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Group Assignment Discussion Presentation 2 X 50		<p>Material: The Nature and Models of Learning Design</p> <p>Literature: <i>Learning Planning. 2007. Abdul Majd. Rosda Jaya Bandung Teenagers</i></p>	3%
5	MStudents are capable	<ol style="list-style-type: none"> 1.Can Explain the Background 2.Can Explain DSI-PK 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Discussion Presentation 2 X 50		<p>Material: Competency Achievement Oriented Learning System Design Model (DSI-PK)</p> <p>Library: <i>Learning System Planning and Design.2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</i></p>	5%

6	Designing a Needs Analysis	<ol style="list-style-type: none"> 1.Can explain the meaning of needs analysis 2.Can explain the steps of needs analysis 3.Can Explain the Source of Needs Analysis 	<p>Criteria: Students are capable</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Presentation, Discussion 2 X 50		<p>Material: Designing a Library Needs Analysis : <i>Planning and Design of Learning Systems.</i> 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</p>	5%
7	Understanding Competency Development as a Learning Goal	<ol style="list-style-type: none"> 1.Can Explain the Importance of Goal Formulation 2.Can explain general objectives and specific objectives 3.Can explain objectives and competencies 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion Presentation 4 X 50		<p>Material: Competency Development as a Learning Goal Reference: <i>Planning and Design of Learning Systems.</i> 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</p>	5%
8	UTS	Students are capable	<p>Criteria: Students are capable</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	4 X 50		<p>Materials: all agreed materials References: <i>Learning Planning .2019. Farida Jaya.</i></p>	20%
9	Students are able to m	<ol style="list-style-type: none"> 1.Can explain learning material 2.Can explain the source of learning material 3.Can explain the packaging of learning materials 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Questions and Answers, Discussion 4 X 50		<p>Material: Understanding the Development of Learning Materials Library: <i>Learning Planning .2019. Farida Jaya.</i></p>	2%
10	Understanding Media Development and Learning Resources	<ol style="list-style-type: none"> 1.Can Explain the Importance of Developing Learning Media 2.Can explain the meaning of learning media 3.Can Explain Learning as a Communication Process 4.Can explain the functions and benefits of using learning media 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Discussion Presentation 4 X 50		<p>Material: Development of Media and Learning Resources Library: <i>Planning and Design of Learning Systems.</i> 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</p>	3%
11	Development of Learning Experiences	<ol style="list-style-type: none"> 1.Can Explain the Nature of Learning Experiences 2.Can Explain Considerations Determining Learning Experiences 3.Can Explain the Stages of Learning Experience Development 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Task 2 X 50		<p>Material: Development of Learning Experiences Library: <i>Planning and Design of Learning Systems.</i> 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</p>	2%

12	Understanding Media Development and Learning Resources	<ol style="list-style-type: none"> 1.Can Explain the Importance of Developing Learning Media 2.Can explain the meaning of learning media 3.Can Explain Learning as a Communication Process 4.Can explain the functions and benefits of using learning media 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Discussion Presentation 8 X 50		<p>Material: Media Development and Learning Resources Library: <i>Learning Planning.</i> 2007. Abdul Majd. Rosda Jaya Bandung Teenagers</p>	3%
13	Understanding Media Development and Learning Resources	<ol style="list-style-type: none"> 1.Can explain the classification and types of learning media 2.Can explain the characteristics of several learning media 3.Can explain the principles of selecting and using media 4.Can Explain the Use of Learning Resources 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Discussion Presentation 8 X 50		<p>Material: Media Development and Learning Resources Library: <i>Learning Planning.</i> 2007. Abdul Majd. Rosda Jaya Bandung Teenagers</p>	5%
14	Understanding Evaluation Tool Development	<ol style="list-style-type: none"> 1.Can Explain Tests and Learning Objectives 2.Can Explain Learning Results Tests 3.Can Explain Learning Evaluation 4.Can Explain the National Examination 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Practice / Performance</p>	Discussion Presentation 8 X 50		<p>Material: Development of Library Evaluation Tools : <i>Learning Planning.</i> 2007. Abdul Majd. Rosda Jaya Bandung Teenagers</p>	5%
15	Developing Learning Tools	<ol style="list-style-type: none"> 1.Understand various learning tools 2.Understand the function of the Syllabus and RPP 3.Understand the structure of the Syllabus and RPP 4.Understand the components of a lesson plan 5.Develop learning objectives according to regulations 6.Compile the GPA according to the provisions 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem Based Learning, Lectures, Discussions, Demonstrations 8 X 50		<p>Material: Developing learning tools Literature: <i>Strategy and Teaching Methods</i> Marno.et al. 2010. AR-RUZZ MEDIA. JOY, JAKARTA.</p>	9%
16	Students are capable	<ol style="list-style-type: none"> 1.Students are capable 2.Students are capable 	<p>Criteria: Students are capable</p> <p>Form of Assessment : Participatory Activities</p>	UAS		<p>Material: Developing Learning Tools Library: <i>Planning and Design of Learning Systems.</i> 2009. Wina Sanjaya. Kencana Prenada Media Group, Jakarta.</p>	25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30.75%
2.	Project Results Assessment / Product Assessment	32.25%
3.	Portfolio Assessment	1.25%
4.	Practice / Performance	35.75%
		100%

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.