



**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
School Curriculum	8820502305	Compulsory Curriculum Subjects - Institutional	T=2	P=0	ECTS=3.18	2	December 22, 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.
	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	: Understand the issues related to textbooks
	PO - 2	Understand the nature, function, characteristics and figure of textbooks
	PO - 3	Understand the relationship between textbooks and learning components
	PO - 4	Understand the basics of writing textbooks
	PO - 5	Understand the steps in writing a textbook
	PO - 6	Understand the selection and use of textbooks
	PO - 7	Understanding textbook assessments
	PO - 8	UTS
	PO - 9	Understand the problems surrounding textbooks
	PO - 10	Understand the curriculum and the history of its implementation
	PO - 11	Change of KTSP curriculum to curriculum
	PO - 12	Assessment Standards in the 2013 Curriculum
	PO - 13	Concept of Class Assessment and Assessment of Attitude Competency Achievement
PO - 14	2013 Curriculum Development	
PO - 15	Development of teaching materials in the context of implementing the 2013 Curriculum	
PO - 16	UAS	
PLO-PO Matrix		



1	Able to explain issues related to textbooks	<ol style="list-style-type: none"> <li>1.Can explain the influence of textbooks</li> <li>2.Can explain the role of textbooks in education</li> <li>3.Can explain the views of education experts regarding textbooks</li> <li>4.Can explain the current conditions of textbook use in the world of education</li> </ol>	<p><b>Criteria:</b> Presentation, rubric</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Lecture, question and answer 2 X 50		<p><b>Material:</b> Issues related to textbooks</p> <p><b>Reader:</b> <i>Muslich, Masnur. 2010. Book Writing Texts: Basics of Understanding, Writing and Using Textbooks. Jogjakarta: Ar-Ruz Media</i></p>	2%
2	Understand the nature, function, characteristics and figure of textbooks	<ol style="list-style-type: none"> <li>1.Can explain the nature and function of textbooks</li> <li>2.Can explain the characteristics of the Textbook Figure</li> </ol>	<p><b>Criteria:</b> 1.The assessment is carried out on the following aspects: 2.Activeness in discussion activities, logical thinking in solving problems</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Problem Based Learning 2 X 50		<p><b>Material:</b> essence, function, characteristics and figure of the textbook</p> <p><b>Library:</b> <i>Muslich, Masnur. 2010. Book Writing Texts: Basics of Understanding, Writing and Using Textbooks. Jogjakarta: Ar-Ruz Media</i></p>	3%
3	Students are capable	<ol style="list-style-type: none"> <li>1.Can explain the relationship between textbooks and the curriculum</li> <li>2.Can explain the relationship between textbooks and learning objectives</li> <li>3.Can explain the relationship between textbooks and students</li> <li>4.Can explain the relationship between textbooks and teachers</li> <li>5.Can explain the relationship between textbooks and learning media</li> <li>6.Can explain the relationship between textbooks and learning strategies</li> </ol>	<p><b>Criteria:</b> Students are capable</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Contextual Direct/Cooperative Learning, question and answer discussion 2 X 50		<p><b>Material:</b> relationship between textbooks and learning components</p> <p><b>References:</b> <i>Muslich, Masnur. 2010. Book Writing Texts: Basics of Understanding, Writing and Using Textbooks. Jogjakarta: Ar-Ruz Media</i></p>	2%

4	Understand the basics of writing textbooks	<p>1.- Can explain the scientific basis for writing textbooks</p> <p>2.- Can explain the basics of education and teaching science in writing textbooks</p> <p>3.- Can explain the basic needs of students in writing textbooks</p> <p>4.- Can explain the basis for the readability of the material and language used in writing textbooks</p>	<p><b>Criteria:</b></p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.Skills in presenting discussion results. Activeness in discussions</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Questions and Answers, discussion 2 X 50		<p><b>Material:</b> foundation for writing textbooks <b>Reader:</b> Muslich, Masnur. 2010. <i>Book Writing Texts: Basics of Understanding, Writing and Using Textbooks.</i> Jogjakarta: Ar-Ruz Media</p> <hr/> <p><b>Material:</b> foundation for writing textbooks <b>Reader:</b> Muslich, Masnur. 2010. <i>Book Writing Texts: Basics of Understanding, Writing and Using Textbooks.</i> Jogjakarta: Ar-Ruz Media</p>	3%
5	Understand the steps in writing a textbook	<p>1.- Can explain the analysis of textbook writing needs</p> <p>2.- Can compile maps of teaching materials for the purposes of writing textbooks according to the field of interest</p> <p>3.- Can compile textbooks starting from the planning, implementation and consolidation stages according to the field of study of interest</p>	<p><b>Criteria:</b></p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.Assessment is carried out based on active participation in discussion activities</p> <p>3.Rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Lectures and discussions 2 X 50		<p><b>Material:</b> steps for writing a textbook <b>Reader:</b> Muslich, Masnur. 2010. <i>Book Writing Texts: Basics of Understanding, Writing and Using Textbooks.</i> Jogjakarta: Ar-Ruz Media</p>	5%
6	Understand the dimensions of the curriculum in secondary level education in Indonesia according to the 2013 curriculum	<p>1.Can understand various dimensions of the curriculum in secondary level education in Indonesia in accordance with the 2013 curriculum</p> <p>2.Can explain various dimensions of the curriculum in secondary level education in Indonesia in accordance with the 2013 curriculum</p>	<p><b>Criteria:</b></p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.Assessment is carried out based on active participation in discussion activities</p> <p>3.Rubric</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures and discussions 2 X 50		<p><b>Material:</b> curriculum dimensions in secondary level education in Indonesia according to the 2013 curriculum <b>References:</b> Hasibuan, Lias. 2010. <i>Curriculum and Educational Thinking.</i> Jakarta: Gaung Persada</p>	5%

7	Understand the selection and use of textbooks	Students are capable	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Assessment is carried out based on active participation in discussion activities</li> </ol> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Lectures and discussions 2 X 50		<p><b>Material:</b> selection and use of textbooks <b>Reader:</b> <i>Hasibuan, Lias. 2010. Curriculum and Educational Thinking. Jakarta: Gaung Persada</i></p>	5%
8	UTS	Can master material regarding the dimensions of the secondary level education curriculum in Indonesia according to the 2013 curriculum	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessment is carried out on the following aspects:</li> <li>2.Accuracy of collecting papers. Suitability of content</li> <li>3.Sources of information for papers that can be accounted for</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Doing 2 X 50 assignments		<p><b>Material:</b> units of agreed material. <b>Reader:</b> <i>Imas Kurniasih.2013. Implementation of the 2013 Curriculum. Pena Says. Yogyakarta</i></p>	20%
9	Understand the problems surrounding textbooks	<ol style="list-style-type: none"> <li>1.- Can explain Kertait Problems with textbook functions</li> <li>2.- Can explain Kertait Problems with textbook functions</li> <li>3.- Can explain Kertait problems with the rules for using textbooks</li> <li>4.- Can explain Kertait problems with the impact of textbook usage regulations</li> <li>5.- Can explain Kertait's problem with textbook monopoly</li> <li>6.- Can explain problems related to study materials</li> </ol>	<p><b>Criteria:</b> Students are capable</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, Discussion 2 X 50		<p><b>Material:</b> problems surrounding textbooks <b>Reader:</b> <i>Muslich, Masnur. 2010. Book Writing Texts: Basics of Understanding, Writing and Using Textbooks. Jogjakarta: Ar-Ruz Media</i></p>	2%
10	Understand the curriculum and the history of its implementation	<ol style="list-style-type: none"> <li>1.- Can explain the curriculum more closely</li> <li>2.- Can explain the curriculum from time to time</li> <li>3.- Can explain the various types of curriculum in Indonesia</li> <li>4.- Can explain various curriculum models</li> <li>5.- Can explain the concept of curriculum development</li> <li>6.- Can explain several curriculum development models</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students are capable</li> <li>2.Students are capable</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation, Discussion 2 X 50		<p><b>Material:</b> curriculum and history of its application. <b>Reference:</b> <i>Suryosubroto. 2005. Curriculum Management. Jakarta: Rineka Cipta</i></p>	3%

11	Change of KTSP curriculum to curriculum	<ol style="list-style-type: none"> <li>1.- Can explain the background of the curriculum</li> <li>2.- Can explain the advantages and disadvantages of K 13</li> <li>3.- Can explain learning methods or models that can be applied to K 13</li> <li>4.- Can explain the differences between the KTSP Curriculum and K 13</li> </ol>	<p><b>Criteria:</b> Students are capable</p> <p><b>Form of Assessment :</b> Participatory Activities, Practice/Performance</p>	Discussion Presentation 2 X 50		<p><b>Material:</b> Change of KTSP curriculum to <b>Library curriculum:</b> <i>Imas Kurniasih.2013. Implementation of the 2013 Curriculum. Pena Says. Yogyakarta</i></p>	2%
12	Assessment Standards in the 2013 Curriculum	<ol style="list-style-type: none"> <li>1.- Can explain the meaning of Authentic Assessment and Assessment</li> <li>2.- Can explain the Principles and Approaches to Assessment</li> <li>3.- Can explain the scope and techniques of assessment instruments</li> <li>4.- Can explain the grade scale on the K 13 report card</li> </ol>	<p><b>Criteria:</b> Students are capable</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation/Discussion 2 X 50		<p><b>Material:</b> Assessment Standards in the 2013 Curriculum <b>Reference:</b> <i>Imas Kurniasih.2013. Implementation of the 2013 Curriculum. Pena Says. Yogyakarta</i></p>	3%
13	Concept of Class Assessment and Assessment of Attitude Competency Achievement	<ol style="list-style-type: none"> <li>1.- Can explain Class Assessment</li> <li>2.- Can explain the characteristics of class and student assessment</li> <li>3.- Can explain Class Assessment Techniques</li> <li>4.- Can explain the Attitude Competency Achievement Assessment</li> <li>5.- Can explain the Knowledge Competency Achievement Assessment</li> <li>6.- Can explain examples of student learning outcomes reports</li> </ol>	<p><b>Criteria:</b> Students are capable</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Presentation/Discussion 2 X 50		<p><b>Material:</b> Concept of Class Assessment and Assessment of Attitude Competency Achievement <b>Library:</b> <i>Imas Kurniasih.2013. Implementation of the 2013 Curriculum. Pena Says. Yogyakarta</i></p>	5%
14	2013 Curriculum Development	<ol style="list-style-type: none"> <li>1.- Can explain the concept of K13 development</li> <li>2.- Can explain the changes in the 2013 Curriculum</li> <li>3.- Can explain the advantages and disadvantages of K 13</li> </ol>	<p><b>Criteria:</b> Students are capable</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	PresentationDiscussion 2 X 50		<p><b>Material:</b> 2013 Curriculum Development <b>Library:</b> <i>Imas Kurniasih.2013. Implementation of the 2013 Curriculum. Pena Says. Yogyakarta</i></p>	5%

15	Development of teaching materials in the context of implementing the 2013 Curriculum	1.- Can explain the development of teaching materials 2.- Can explain the steps for preparing teaching materials	<b>Criteria:</b> Students are capable  <b>Form of Assessment :</b> Participatory Activities	Presentation, Discussion 2 X 50		<b>Material:</b> Development of teaching materials in the context of implementing the 2013 Curriculum <b>Library:</b> <i>Imas Kurniasih.2013. Implementation of the 2013 Curriculum. Pena Says. Yogyakarta</i>	5%
16	UAS	Can master material 5-8	<b>Criteria:</b> Students are capable  <b>Form of Assessment :</b> Participatory Activities	Doing 2 X 50 Assignments		<b>Material:</b> Material that has been agreed upon <b>by the Library:</b>	30%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	85.67%
2.	Project Results Assessment / Product Assessment	3.17%
3.	Practice / Performance	11.17%
		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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.