

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	Dra. Yovinza Bethvine Sopaheluwakan, M.Pd. Miftachul Amri, M.Pd., M.Ed., Ph.D. 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: short news that uses sentence patterns in the form ~te mo iidesuka, ~dewa ikemasen, motte imasu or shitte imasu, and ~te imasu in several conversational themes. Reference: Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.	4%
2	identifying words in Japanese, imitating sounds, explaining in Indonesian simply, retelling in Japanese	1.mention the word 2.imitate sentences 3.convey the contents of a dialogue or monologue 4.answer questions correctly and precisely	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 Form of Assessment : Project Results Assessment / Product Assessment	Problem Based Learning 2 X 50		Material: Dialogue, short news that uses sentence patterns in the form ~te~te, douyatte ikibesara, ~te kara~, ~kute/~de in several conversational themes. Reference: Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa. Material: Dialogue, short news that uses sentence patterns in the form ~te~te, douyatte ikibesara, ~te kara~, ~kute/~de in several conversational themes. Reference: Makino Asako, Tanaka Yone et al. 2009. Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.	4%

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 : Project Results Assessment / Product Assessment</p>	Problem based learning 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of ~naide kudasai, ~nakerebanarimasen, ~nakutemo iidesu in several conversation themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	4%
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 : Project Results Assessment / Product Assessment</p>	problem based learning 2 X 50		<p>Material: Study Material: Dialogues, short news stories that use sentence patterns in the form ~koto gadekimasu, ~de~koto gadekimasu, shumi ha nandesuka, ~mae ni,~ in several conversational themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	4%
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, Practice/Performance</p>	discussion question and answer lecture 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~ta koto ga arimasu, ~tari, ~tari simasu, ~ku/ni narimashita in several conversation themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku25. my surie netowa.</i></p>	4%
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: Dialogue, short news that uses ~futsutai kaiwa form sentence patterns (tomodachi, kazoku, shogakusei) in several conversational themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>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 : Practical Assessment, Practice/Performance</p>	Problem based learning 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of futsutai and teineikai kaiwa (Joushi to) in several conversational themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i>25. my surie netowa.</p>	5%
8	UTS	<ul style="list-style-type: none"> - Identify sentences - Complete the conversation - Interpret the theme - Select pictures - Explain reasons - Answer questions correctly 	<p>Criteria: 5</p> <p>Form of Assessment : Practice/Performance, Test</p>	UTS 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of futsutai and teineikai kaiwa (Joushi to) in several conversational themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i>25. my surie netowa.</p>	10%
9	identifying words in Japanese, imitating sounds, explaining in Indonesian, 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: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes.</p> <p>Form of Assessment : Practical Assessment, Practice/Performance</p>	problem based learning project 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form ~deshou?, in several conversational themes.</p> <p>Reference: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i>25. my surie netowa.</p>	5%
10	identifying words in Japanese, imitating sounds, explaining in Indonesian, 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: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion question and answer lecture 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of kore wa {bun}~desu, and [bun] wa dare desuka, ~yakusoku/youji/jikan ga arimasu in several conversation themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i>25. my surie netowa.</p>	5%
11	identifying words in Japanese, imitating sounds, explaining in Indonesian, 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: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes.</p> <p>Form of Assessment : Practice/Performance, Test</p>	project based learning 2 X 50		<p>Material: Dialogue, short news that uses sentence patterns in the form of donna toki~dalama, ~toki~mashita in several conversational themes.</p> <p>References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i>25. my surie netowa.</p>	5%

12	identifying words in Japanese, imitating sounds, explaining in Indonesian, retelling in Japanese	1.mention the word 2.imitate sentences 3.convey the content of the dialogue 4.answer the question correctly	Criteria: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes. Form of Assessment : Participatory Activities, Practice/Performance	Project Based Learning 2 X 50		Material: Dialogue, short news that uses sentence patterns in the form ~to~, ~to-ga arimasu in several conversational themes. References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i> 25. my surie netowa.	5%
13	identifying words in Japanese, imitating sounds, explaining in Indonesian, retelling in Japanese	1.mention the word 2.imitate sentences 3.convey the content of the dialogue 4.answer the question correctly	Criteria: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes. Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 2 X 50		Material: Dialogue, short news that uses sentence patterns in the form ~o kuremashita, ~te kuremashita/ moraimashita, in several conversational themes. References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i> 25. my surie netowa.	5%
14	identifying words in Japanese, imitating sounds, explaining in Indonesian, retelling in Japanese	1.mention the word 2.imitate sentences 3.convey the content of the dialogue 4.answer the question correctly	Criteria: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes. Form of Assessment : Practice / Performance	Problem Based Learning Project 2 X 50		Material: Dialogue, short news that uses sentence patterns in the form of ~moshi-tara~, ~tara, te kudasai, and ~temo~, in several conversational themes. References: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i> 25. my surie netowa.	5%
15	identifying words in Japanese, imitating sounds, explaining in Indonesian, retelling in Japanese	1.mention the word 2.imitate sentences 3.convey the content of the dialogue 4.answer the question correctly	Criteria: Very good if you can report the contents of what you hear accurately and correctly. Good if students can report with few errors. Sufficient if 50 percent of them are correct. Less if overall there are still many mistakes. Form of Assessment : Project Results Assessment / Product Assessment	Problem Based Learning Project 2 X 50		Material: Dialogue, short news that uses sentence patterns that have been taught in several conversation themes (sougomondai) Bibliography: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i> 25. surie netowaku.	10%
16	Presentation of project results	Can answer the questions given	Criteria: 15 Form of Assessment : Project Results Assessment / Product Assessment	Problem Base Learning Project		Material: Dialogue, short news that uses sentence patterns that have been taught in several conversation themes (sougomondai) Bibliography: Makino Asako, Tanaka Yone et al. 2009. <i>Minna no nihongo Shokyu 1 chokai tasuku</i> 25. surie netowaku.	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	16%
2.	Project Results Assessment / Product Assessment	47%
3.	Practical Assessment	5%
4.	Practice / Performance	24.5%
5.	Test	7.5%
		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** 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.