



**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
Shokyu Dokkai	8820502252	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 17, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
		Amira A. Kocimaheni, S.Pd., M.Pd.	Rusmiyati, S.Pd., M.Pd.			Rusmiyati, S.Pd., M.Pd.	

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-14 Mastering basic language concepts, language learning, language skills, language research and Japanese language education.																																																	
	Program Objectives (PO)																																																	
	PO - 1 <input type="checkbox"/> Utilizing science and technology as a tool to help solve linguistic problems through knowledge and understanding of linguistics																																																	
	PLO-PO Matrix																																																	
	<table border="1" style="margin-left: 40px;"> <tr> <td>P.O</td> <td>PLO-8</td> <td>PLO-14</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> </table>	P.O	PLO-8	PLO-14	PO-1																																													
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PO Matrix at the end of each learning stage (Sub-PO)																																																		
<table border="1" style="margin-left: 40px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																		

Short Course Description
Initial provision to form reading competency on simple themes that are often encountered in daily life such as departure-arrival schedules (means of transportation), announcements. Instilling the impression that learning to read 1C is fun 1D through the choice of interesting themes to lay the foundation for the competency 1C to read correctly and well 1D is the main target. Absorption of information to increase comprehension abilities which includes understanding words, phrases, sentences as well as training in understanding various basic level Japanese sentence patterns in line with Shokyu Nihongo I learning through structured and guided activities in the form of peer teaching, discussions and presentations.

References

Main :

- Bunka Gaikokugo Senmon Gakko edt. 2005. Tanoshiku Yomou I Bunka Shokyu Nihongo Dokkai Kyouzai . Tokyo: Bunka Gaikokugo Senmon Gakkou.
- Hiroko, Ito dkk. 1992. Yomi e no Chousen . Chiyoda: Kuroshio.
- Makino, Akiko dkk. 2000. Minna no Nihongo I: Shokyu de Yomeru Topikku 25. Tokyo: 3A Corporation.

Supporters:

Supporting lecturer
Dr. Ina Ika Pratita, M.Hum.
Didik Nurhadi, M.Pd., M.A., Ph.D.
Amira Agustin Kocimaheni, 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	<p>1.1. Understand the content of the related theme reading well.</p> <p>2.2. Get information from the reading regarding the themes and messages conveyed through the sentences and expressions used.</p> <p>3.3. summarize the content of the reading in simple language and expressions but cover the overall content well.</p>	<p>1.Explain the content of the reading in each learner's language.</p> <p>2.Mention the information in the reading.</p> <p>3.Skilled in making conclusions about reading content from related themes well and smoothly.</p>	<p>Criteria:</p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures, attendance, activeness is carried out through observation (weight 2)</p> <p>3.2. Assignment grades, weekly exam grades, and presentations are averaged into a weighted assignment grade (3)</p> <p>4.3. The subsummative test (UTS) is carried out once assessing all relevant indicators through a written exam given a weight (2)</p> <p>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</p> <p>6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</p> <p>Form of Assessment : Participatory Activities</p>	Peer teaching, Discussion Discussion, question and answer Presentation 2 X 50		<p>Material: themes 1-2</p> <p>References: <i>Makino, Akiko et al. 2000.</i> <i>Minna no Nihongo I: Shokyuu de Yomeru My Topic 25.</i> <i>Tokyo: 3A Corporation.</i></p>	2%
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8	<p>1.able to understand reading content in Japanese</p> <p>2.able to complete Japanese reading correctly</p> <p>3.able to describe the content of reading in Japanese in the student's own words</p>	<p>Students can solve the problem of the message conveyed by the reading author</p>	<p>Criteria: test instrument assessment indicators</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>UTS 2 X 50</p>		<p>Material: themes 1-10 References: <i>Makino, Akiko et al. 2000. Minna no Nihongo I: Shokyuu de Yomeru My Topic 25. Tokyo: 3A Corporation.</i></p> <hr/> <p>Material: 1-5 Bibliography: <i>Bunka Gaikokugo Senmon Gakko edt. 2005. Tanoshiku Yomou I Bunka Shokyu Nihongo Dokkai Kyouzai . Tokyo: Bunka Gaikokugo Senmon Gakkou.</i></p>	20%

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14	<p>1.1. Understand the content of the related theme reading well.</p> <p>2.2. Get information from the reading regarding the themes and messages conveyed through the sentences and expressions used.</p> <p>3.3. summarize the content of the reading in simple language and expressions but cover the overall content well.</p>	<p>1.Explain the content of the reading in each learner's language.</p> <p>2.Mention the information in the reading.</p> <p>3.skilled at making conclusions about reading content from related themes well and smoothly.</p>	<p>Criteria:</p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures, attendance, activeness is carried out through observation (weight 2)</p> <p>3.2. Assignment grades, weekly exam grades, and presentations are averaged into a weighted assignment grade (3)</p> <p>4.3. The subsummative test (UTS) is carried out once assessing all relevant indicators through a written exam given a weight (2)</p> <p>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</p> <p>6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>case method, Peer teaching, Discussion Discussion, question and answer Presentation 2 X 50</p>		<p>Material: themes 21-22</p> <p>References: <i>Makino, Akiko et al. 2000. Minna no Nihongo I: Shokyuu de Yomeru My Topic 25. Tokyo: 3A Corporation.</i></p> <hr/> <p>Material: theme 12</p> <p>Bibliography: <i>Bunka Gaikokugo Senmon Gakko ed. 2005. Tanoshiku Yomou I Bunka Shokyu Nihongo Dokkai Kyouzai . Tokyo: Bunka Gaikokugo Senmon Gakkou.</i></p>	5%
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15	<p>1.1. Understand the content of the related theme reading well.</p> <p>2.2. Get information from the reading regarding the themes and messages conveyed through the sentences and expressions used.</p> <p>3.3. summarize the content of the reading in simple language and expressions but cover the overall content well.</p>	<p>1.Explain the content of the reading in each learner's language.</p> <p>2.Mention the information in the reading.</p> <p>3.skilled at making conclusions about reading content from related themes well and smoothly.</p>	<p>Criteria:</p> <p>1.The assessment is carried out on the following aspects:</p> <p>2.1. Participation during lectures, attendance, activeness is carried out through observation (weight 2)</p> <p>3.2. Assignment grades, weekly exam grades, and presentations are averaged into a weighted assignment grade (3)</p> <p>4.3. The summative test (UTS) is carried out once assessing all relevant indicators through a written exam given a weight (2)</p> <p>5.4. Summative tests (UAS) are carried out to measure several indicators that have been selected proportionally, given weights (3)</p> <p>6.The final NA is (participation value x2) (assignment value x 3) (UTS value x 2) UAS value (3) divided by 10</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>case method, Peer teaching, Discussion, question and answer Presentation 2 X 50</p>		<p>Material: theme 12 Bibliography: <i>Bunka Gaikokugo Senmon Gakko edt. 2005. Tanoshiku Yomou I Bunka Shokyuu Nihongo Dokkai Kyouzai . Tokyo: Bunka Gaikokugo Senmon Gakkou.</i></p> <p>Material: themes 23-25 References: <i>Makino, Akiko et al. 2000. Minna no Nihongo I: Shokyuu de Yomeru My Topic 25. Tokyo: 3A Corporation.</i></p>	5%
16	<p>1.able to understand reading content in Japanese</p> <p>2.able to retell the contents of the reading in his own language</p> <p>3.able to find the main idea, message from the reading</p>	UAS	<p>Criteria: UAS</p> <p>Form of Assessment : Test</p>	UAS 2 X 50		<p>Material: themes 15-25 References: <i>Makino, Akiko et al. 2000. Minna no Nihongo I: Shokyuu de Yomeru My Topic 25. Tokyo: 3A Corporation.</i></p>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	58.5%
2.	Project Results Assessment / Product Assessment	10%
3.	Portfolio Assessment	7.5%
4.	Practice / Performance	14%
5.	Test	10%
		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.

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.