	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 Hanashikata Oyo	8820502308	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	January 4, 2021

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Have good values, morals, ethics and personality in completing his duties
	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-10	Able to speak Japanese receptively and productively in daily/general, academic and work contexts
	PLO-14	Mastering basic language concepts, language learning, language skills, language research and Japanese language education.
	Program Objectives (PO)	
	PO - 1	CPMK-S3 Have the ability to think critically, communicate, collaborate, accompanied by creativity in carrying out project tasks given by prioritizing an attitude of individual and group responsibility.
	PO - 2	CPMK-P1-1 Mastering knowledge of basic Japanese language concepts in simple dialogues, interviews, group discussions in Japanese both formally and informally at a basic skill level from various sources, both print and digital.
	PO - 3	CPMK-KK1 Able to apply Japanese language knowledge regarding various texts as well as effective reading techniques that have been learned in the activities of planning, implementing, presenting/publishing, and developing/evaluating project assignments given both individually and in groups, by prioritizing 21st century skills (6C=communication, collaboration, critical thinking, citizenship, creativity, and character) so that it is useful and effective in academic activities and real life.
	PO - 4	CPMK-KU1 Able to apply ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project assignments.
	PLO-PO Matrix	

P.O	PLO-5	PLO-8	PLO-10	PLO-14
PO-1				
PO-2				
PO-3				
PO-4				

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	The material in this course contains the application of mastery of Japanese grammar through speaking skills at an advanced basic level which includes dialogue, interviews, group discussions in Japanese both formally and informally. Conversation topics are selected and adjusted based on mastery of the grammar and vocabulary that has been learned. The final result of learning in this course is being able to develop the ability to produce a real product from project-based learning activities using ICT, which fully prioritizes 21st century skills (6C = communication, collaboration, critical thinking, citizenship, creativity and character). responsibility. Learning applies active learning and project-based learning (PjBL) methods. Assessment and measurement are carried out in the form of objective, subjective (affective) and performance tests, for example: oral tests, role playing and activity checklists in lecture activities, and so on.

References	**Main :**
	1. Kokusai Koryukikin. 1987. Nihongo Hatsuon. Tokyo : Bojinsha 2. Mizutani, Osamu. 1983. Aural Comprehension Practice in Japanese. Tokyo : The Japan Times 3. Makino, Akiko dkk. 1998. Minna no Nihongo Shokyuu I, II . Tokyo : 3A Corporation 4. Bunka Gaikokugo Senmon Gakko. 1995. Tanoshiku Hanasou jilid II 5. Hand out

	Supporters:	
	1. Berbagai teks dari berbagai sumber referensi cetak maupun digital. 2. Berbagai aplikasi LMS dari berbagai sumber digital.	

Supporting lecturer	Prof. Dr. Djodjok Soepardjo, M.Litt. Dr. Mintarsih, S.S., M.Pd. Dr. Roni, M.Hum., M.A. Miftachul Amri, M.Pd., M.Ed., Ph.D.

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	Understand learning objectives, learning implementation rules, assessment methods, and learning implementation plans,	Able to understand and carry out lectures actively, committed, and full of responsibility	**Criteria:** Active participation **Form of Assessment** : Participatory Activities	Presentation, discussion, questions and answers 2 X 50	- -	**Material:** Introduction to the basic concepts of learning to speak Japanese at an elementary level. **References:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu I, II . Tokyo: 3A Corporation*	1%
2	1. Identifying linguistic components in chapter 10 of MNN Shokyu II (Sub-CPMK P1-1.1) 2. Applying linguistic components in chapter 10 of MNN Shokyu II in simple dialogue (Sub-CPMK P1-1.2)	1. Identify vocabulary in various dialogues 2. Identify sentence patterns in various dialogues 3. Identify types of expressions in various dialogues 4. Analyze text organization in various dialogues 5. Analyze dialogue using the 5W 1H technique 6. Identify topics in various dialogues 7. Identify themes in various dialogues 8. Identify the main ideas/ideas in various dialogues 9. Analyze the opinions that emerge in various dialogues 10. Composing short conversations by applying learned vocabulary and sentence patterns 11. Play roles according to the conversation theme that has been prepared	**Criteria:** Active participation, language mastery, group work, performance tests **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning form: a. Training to listen and imitate pronunciation, intonation, stress, dynamics, pauses when speaking in Japanese b. Training in composing simple conversations in Japanese c. The training displays conversations that have been arranged in small groups and large groups. Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc. 2 X 50		**Material:** Chapter 10 **Bibliography:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation*	2%

3	1. Identifying linguistic components in chapter 2 of MNN Shokyu I (Sub-CPMK P1-1.1) 2. Applying linguistic components in chapter 2 of MNN Shokyu I in dialogue (Sub-CPMK P1-1.2)	1. Identify vocabulary in various dialogues 2. Identify sentence patterns in various dialogues 3. Identify types of expressions in various dialogues 4. Analyze text organization in various dialogues 5. Analyze dialogue using the 5W 1H technique 6. Identify topics in various dialogues 7. Identify themes in various dialogues 8. Identify the main ideas/ideas in various dialogues 9. Analyze the opinions that emerge in various dialogues 10. Composing short conversations by applying learned vocabulary and sentence patterns 11. Play roles according to the conversation theme that has been prepared	**Criteria:** Active participation, language mastery, group work, performance tests **Form of Assessment** : Participatory Activities, Practice/Performance	Learning form: a. Training to listen and imitate pronunciation, intonation, stress, dynamics, pauses when speaking in Japanese b. Training in composing simple conversations in Japanese c. The training displays conversations that have been arranged in small groups and large groups. Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc. 2 X 50		**Material:** Chapter 11 **Bibliography:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation* **Material:** According to material in chapter 11 **Library:** *Various texts from various print and digital reference sources.* **Material:** According to material in chapter 11 **References:** *Hand out*	2%
4	1. Identifying linguistic components in chapter 12 of MNN Shokyu II (Sub-CPMK P1-1.1) 2. Applying linguistic components in chapter 12 of MNN Shokyu II in dialogue (Sub-CPMK P1-1.2)	1. Identify vocabulary in various dialogues 2. Identify sentence patterns in various dialogues 3. Identify types of expressions in various dialogues 4. Analyze text organization in various dialogues 5. Analyze dialogue using the 5W 1H technique 6. Identify topics in various dialogues 7. Identify themes in various dialogues 8. Identify the main ideas/ideas in various dialogues 9. Analyze the opinions that emerge in various dialogues 10. Composing short conversations by applying learned vocabulary and sentence patterns 11. Play roles according to the conversation theme that has been prepared	**Criteria:** Active participation, language mastery, group work, performance tests **Form of Assessment** : Participatory Activities, Practice/Performance	Learning form: a. Training to listen and imitate pronunciation, intonation, stress, dynamics, pauses when speaking in Japanese b. Training in composing simple conversations in Japanese c. The training displays conversations that have been arranged in small groups and large groups. Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc. 2 X 50		**Material:** According to material in chapter 12 **References:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation* **Material:** According to material in chapter 12 **Library:** *Various texts from various print and digital reference sources.* **Material:** According to material in chapter 12 **Reference:** *Hand out*	2%

| 5 | 1.Identifying linguistic components in chapter 13 of MNN Shokyu II (Sub-CPMK P1-1.1)
2.Applying linguistic components in chapter 13 of MNN Shokyu II in dialogue (Sub-CPMK P1-1.2) | 1.Identify vocabulary in various dialogues
2.Identify sentence patterns in various dialogues
3.Identify types of expressions in various dialogues
4.Analyze text organization in various dialogues
5.Analyze dialogue using the 5W 1H technique
6.Identify topics in various dialogues
7.Identify themes in various dialogues
8.Identify the main ideas/ideas in various dialogues
9.Analyze the opinions that emerge in various dialogues
10.Composing short conversations by applying learned vocabulary and sentence patterns
11.Play roles according to the conversation theme that has been prepared | **Criteria:**
Active participation, language mastery, group work, performance tests

Form of Assessment : Participatory Activities, Practice/Performance | Learning form:
a. Training to listen and imitate pronunciation, intonation, stress, dynamics, pauses when speaking in Japanese
b. Training in composing simple conversations in Japanese
c. The training displays conversations that have been arranged in small groups and large groups.

Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc.
2 X 50 | | **Material:** According to material in chapter 13 **References:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation*

Material: According to material in chapter 13 **Reference:** *Hand out*

Material: According to material in chapter 13 **References:** *Mizutani, Osamu. 1983. Aural Comprehension Practice in Japanese. Tokyo: The Japan Times* | 2% |
| 6 | 1.Identify linguistic components in chapter 14 of MNN Shokyu II (Sub-CPMK P1-1.1)
2.Applying linguistic components in chapter 14 of MNN Shokyu II in dialogue (Sub-CPMK P1-1.2) | 1.Identify vocabulary in various dialogues
2.Identify sentence patterns in various dialogues
3.Identify types of expressions in various dialogues
4.Analyze text organization in various dialogues
5.Analyze dialogue using the 5W 1H technique
6.Identify topics in various dialogues
7.Identify themes in various dialogues
8.Identify the main ideas/ideas in various dialogues
9.Analyze the opinions that emerge in various dialogues
10.Composing short conversations by applying learned vocabulary and sentence patterns
11.Play roles according to the conversation theme that has been prepared | **Criteria:**
Active participation, language mastery, group work, performance tests

Form of Assessment : Participatory Activities, Practice/Performance | Learning form:
a. Training to listen and imitate pronunciation, intonation, stress, dynamics, pauses when speaking in Japanese
b. Training in composing simple conversations in Japanese
c. The training displays conversations that have been arranged in small groups and large groups.

Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc.
2 X 50 | | **Material:** According to material in chapter 14 **References:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation*

Material: According to material in chapter 14 **References:** *Mizutani, Osamu. 1983. Aural Comprehension Practice in Japanese. Tokyo: The Japan Times* | 2% |

7	1. Identifying linguistic components in chapter 15 of MNN Shokyu II (Sub-CPMK P1-1.1) 2. Applying linguistic components in chapter 15 of MNN Shokyu II in dialogue (Sub-CPMK P1-1.2)	1. Identify vocabulary in various dialogues 2. Identify sentence patterns in various dialogues 3. Identify types of expressions in various dialogues 4. Analyze text organization in various dialogues 5. Analyze dialogue using the 5W 1H technique 6. Identify topics in various dialogues 7. Identify themes in various dialogues 8. Identify the main ideas/ideas in various dialogues 9. Analyze the opinions that emerge in various dialogues 10. Composing short conversations by applying learned vocabulary and sentence patterns 11. Play roles according to the conversation theme that has been prepared	**Criteria:** Active participation, language mastery, group work, performance tests **Form of Assessment** : Participatory Activities, Practice/Performance	Learning form: a. Training to listen and imitate pronunciation, intonation, stress, dynamics, pauses when speaking in Japanese b. Training in composing simple conversations in Japanese c. The training displays conversations that have been arranged in small groups and large groups. Learning methods: Active learning models, such as: NHT, expert team, snow ball throwing, etc. 2 X 50		**Material:** According to material in chapter 15 **References:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation* **Material:** According to material in chapter 15 **References:** *Mizutani, Osamu. 1983. Aural Comprehension Practice in Japanese. Tokyo: The Japan Times* **Material:** According to material in chapter 15 **Reference:** *Hand out*	2%
8	Sub-summative Examination (USS) (Sub-CPMK P1-1.1 and P1-1.2)	1. Composing short conversations by applying learned vocabulary and sentence patterns 2. Play roles according to the conversation theme that has been prepared	**Criteria:** Performance test (Dialogue according to the chosen theme and arranged on the material that has been studied, then developed creatively)) **Form of Assessment** : Project Results Assessment / Product Assessment, Portfolio Assessment	Performance test in the form of a simple dialogue. 2 X 50 simple dialogue video product		**Material:** Chapter 14 **Bibliography:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu I, II . Tokyo: 3A Corporation* **Material:** Chapter 14 **Bibliography:** *Bunka Gaikokugo Senmon Gakko. 1995. Tanoshiku Hanasou volume II*	11%
9	1. Able to plan (determine basic questions, design project plans) project tasks in the form of performance test 1 (information gap) both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-1) 2. Able to carry out (arrange schedules, monitor project progress) project tasks in the form of performance tests 1 (information gap) both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-2).	1. Select text according to the specified text genre 2. Design project planning 3. Organize group activities 4. Report project progress in stages 5. Identify the information held 6. Dialogue according to the instructions on the information card 7. Find matches of expected information	**Criteria:** The project assignment is in the form of a video conversation according to performance test 1 (information gap) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Learning form Active learning PjBL learning method Meetings 9-10 project assignments in the form of conversation videos according to performance tests 1 (information gap) 2 X 50		**Material:** Chapter 16 **Bibliography:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation* **Material:** According to material in chapter 16 **Reference:** *Bunka Gaikokugo Senmon Gakko. 1995. Tanoshiku Hanasou volume II* **Material:** According to material in chapter 16 **Library:** *Various texts from various printed and digital reference sources.*	8%

| 10 | 1. Able to present/publish (test learning processes and results). (Sub-CPMK-KK1-3 project assignments given both individually and in groups, prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-3) 2. Able to evaluate/develop (experience evaluation) project tasks given both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-4) 3. Able to operate and develop ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project tasks. (Sub-CPMK-KU1-1 and 2) | 1. Accuracy in word selection/word change 2. Accuracy in using sentence patterns 3. Dialogue organization/structure 4. Contents of the dialogue script (interestingness, level of difficulty) 5. Non-verbal/prominence aspects (pronunciation, intonation, dynamics, stress, pauses, etc.) 6. Appearance during dialogue 7. Image quality (layout, color, lighting, etc.) 8. Audio quality 9. Creativity, innovation | **Criteria:** The project assignment is in the form of a video conversation according to performance test 1 (information gap)

 Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance | Learning form Active learning PjBL

 learning method Meetings 9-10 project assignments in the form of conversation videos according to performance tests 1 (information gap) 2 X 50 | | **Material:** Chapter 16 **Bibliography:** *Makino, Akiko et al. 1998. Minna no Nihongo Shokyuu II . Tokyo: 3A Corporation*

 Material: According to material in chapter 16 **Library:** *Various texts from various printed and digital reference sources.*

 Material: According to material in chapter 16 **Reference:** *Hand out* | 8% |
| 11 | 1. Able to plan (determine basic questions, design project planning) project assignments in the form of performance tests 2 (seiyuu/dubbing) both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-1) 2. Able to carry out (arrange schedules, monitor project progress) project tasks in the form of performance tests 2 (seiyuu/dubbing) both individually and in groups, by prioritizing 21st century (6C) skills. (Sub-CPMK-KK1-2). | 1. Select text according to the specified text genre 2. Identify components in various types of descriptive text, extensive narratives, namely: topic, theme, author's thoughts/ideas, author's opinion, etc. from various sources, both print and digital, etc. from various sources, both print and digital. (Sub-CPMK-P1-1.2), as well as applying knowledge regarding skimming reading techniques (Sub-CPMK-P1-2.2) 3. Organize group activities 4. Report project progress in stages 5. Identifying information in a simple text 6. Converts text into simple dialogue form | **Criteria:** The project assignment is in the form of a conversation video according to performance test 2 (seiyuu/dubbing)

 Form of Assessment : Project Results Assessment / Product Assessment | Learning form Active learning PjBL

 learning method Meetings 11-12 project assignments in the form of conversation videos according to performance test 2 (seiyuu/dubbing) 2 X 50 | | **Material:** according to the project assignment given. **Library:** *Various texts from various print and digital reference sources.*

 Material: according to the project assignment given. **Library:** *Various LMS applications from various digital sources.* | 8% |

12	1.Sub-CPMK-KK1-3: Able to present/publish (test the learning process and results) project assignments in the form of performance test 2 (seiyuu/dubbing) both individually and in groups, by prioritizing 21st century (6C) skills. 2.Sub-CPMK-KK1-4: Able to evaluate/develop (experience evaluation) project assignments in the form of performance tests 2 (seiyuu/dubbing) both individually and in groups, by prioritizing 21st century (6C) skills. 3.Sub-CPMK-KU1-1 and 2 Able to operate and develop ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project tasks.	1.Accuracy in word selection/word change 2.Accuracy in using sentence patterns 3.Dialogue organization/structure 4.Contents of the dialogue script (interestingness, level of difficulty) 5.Non-verbal/prominence aspects (pronunciation, intonation, dynamics, stress, pauses, etc.) 6.Appearance during dialogue 7.Image quality (layout, color, lighting, etc.) 8.Audio quality 9.Creativity, innovation	**Criteria:** The project assignment is in the form of a conversation video according to performance test 2 (seiyuu/dubbing) **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Learning form Active learning PjBL learning method Meetings 11-12 project assignments in the form of conversation videos according to performance test 2 (seiyuu/dubbing) 2 X 50		**Material:** According to project assignment material. **Library:** *Various texts from various print and digital reference sources.* **Material:** according to project assignment **Library:** *Various LMS applications from various digital sources.*	8%
13	1.Sub-CPMK-KK1-1: Able to plan (determine basic questions, design project planning) performance test project assignment 3 (vlog creation) both individually, by prioritizing 21st century (6C) skills. 2.Sub-CPMK-KK1-2: Able to carry out (arrange schedules, monitor project progress) performance test project task 3 (creation of vlogs) both individually, by prioritizing 21st century (6C) skills.	1.Select text according to the specified text genre 2.Design project planning 3.Organize group activities 4.Report project progress in stages 5.Design and compile a simple vlog	**Criteria:** Design and compile a simple vlog **Form of Assessment** : Project Results Assessment / Product Assessment	Learning form Active learning PjBL learning method Meetings 13-15 project assignments in the form of conversation videos according to performance test 3 (vlog creation) 2 X 50		**Material:** According to the project **Library:** *Various texts from various print and digital reference sources.* **Material:** According to the project **Library:** *Various LMS applications from various digital sources.*	12%

14	1.Sub-CPMK-KK1-3: Able to present/publish (test the learning process and results) performance test project assignment 3 (creation of vlogs both individually by prioritizing 21st century skills (6C). 2.Sub-CPMK-KU1-1 and 2: Able to operate and develop ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project tasks.	1.Accuracy in word selection/word change 2.Accuracy in using sentence patterns 3.Dialogue organization/structure 4.Contents of the dialogue script (interestingness, level of difficulty) 5.Non-verbal/prominence aspects (pronunciation, intonation, dynamics, stress, pauses, etc.) 6.Appearance during dialogue 7.Image quality (layout, color, lighting, etc.) 8.Audio quality 9.Creativity, innovation	**Criteria:** Publish the vlog that has been compiled **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Learning form Active learning PjBL learning method Meetings 13-15 project assignments in the form of conversation videos according to performance test 3 (vlog making) 2 X 50		**Material:** According to the project **Library:** *Various texts from various print and digital reference sources.* **Material:** According to the project **Library:**	11%
15	1.Sub-CPMK-KK1-4: Able to evaluate/develop (experience evaluation) project assignments in the form of performance test 3 (vlog creation) both individually by prioritizing 21st century (6C) skills. 2.Sub-CPMK-KU1-1 and 2: Able to operate and develop ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project tasks.	1.Ability to work in a team 2.Motivational ability to carry out tasks creatively and innovatively 3.Always try to submit assignments on time 4.Creativity in carrying out assigned tasks 5.Efforts to overcome obstacles while carrying out tasks (dividing time, overcoming laziness, maintaining health, etc.) 6.Layout (lay out) 7.Audio visual quality 8.Creativity, innovation 9.Grammar, kana-kanji, etc 10.Dialogue script organization 11.Content of essay/dialogue script (interestingness, level of difficulty) 12.Non-verbal/prominence aspects (pronunciation, intonation, dynamics, stress, pauses, etc.) 13.Evaluate self and group performance when presenting performance results	**Criteria:** Publish the vlog that has been compiled **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Learning form Active learning PjBL learning method Meetings 13-15 project assignments in the form of conversation videos according to performance test 3 (vlog preparation) 2 X 50		**Material:** According to the project **Library:** *Various texts from various print and digital reference sources.* **Material:** According to the project **Library:** *Various LMS applications from various digital sources.*	11%

| 16 | 1.Sub-CPMK-KK1-4: Able to evaluate/develop (experience evaluation) project assignments in the form of performance tests 3 (vlog creation) both individually and in groups, by prioritizing 21st century (6C) skills.
2.Sub-CPMK-KU1-1 and 2: Able to operate and develop ICT along with the use of various learning resources, both printed and digital, to support the work on 6C-based project tasks. | 1.Ability to work in a team
2.Motivational ability to carry out tasks creatively and innovatively
3.Always try to submit assignments on time
4.Creativity in carrying out assigned tasks
5.Efforts to overcome obstacles while carrying out tasks (dividing time, overcoming laziness, maintaining health, etc.)
6.Layout (lay out)
7.Audio visual quality
8.Creativity, innovation
9.Grammar, kana-kanji, etc
10.Dialogue script organization
11.Content of essay/dialogue script (interestingness, level of difficulty)
12.Non-verbal/prominence aspects (pronunciation, intonation, dynamics, stress, pauses, etc.)
13.Evaluate self and group performance when presenting performance results | **Criteria:**
The product is a Vlog

Form of Assessment :
Project Results Assessment / Product Assessment | Learning form Active learning PjBL

learning method Meetings 13-15 project assignments in the form of conversation videos according to performance test 3 (vlog preparation) 2 X 50 | Publish the project (Vlog) widely on social media networks 2 weeks | **Material:**
According to the project
Library:
Various texts from various print and digital reference sources.

Material:
According to the project
Library:
Various LMS applications from various digital sources. | 10% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	9.34%
2.	Project Results Assessment / Product Assessment	57.84%
3.	Portfolio Assessment	5.5%
4.	Practice / Performance	27.34%
		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.