



Universitas Negeri Surabaya
Faculty of Languages and Arts
Bachelor of Javanese Language and Literature Education Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																				
Development of Teaching Materials	8820202201	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	August 24, 2023																																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																																																																					
	Latif Nur Hasan, S.Pd., M.Pd. & Drs. Sukarman, M.Si.		Prof. Dr. Udjang Pairin, M.Pd.			Latif Nur Hasan, S.Pd., M.Pd.																																																																																																					
Learning model	Project Based Learning																																																																																																										
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																										
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																																									
	PLO-6	Mastering the theoretical concepts of learning Javanese by utilizing information technology;																																																																																																									
	PLO-11	Able to apply Javanese language learning theory by utilizing information technology;																																																																																																									
	Program Objectives (PO)																																																																																																										
	PO - 1	Utilizing science and technology to obtain, collect and process various models of learning planning and development as well as providing the ability to prepare teaching materials in order to solve problems with Javanese language and literature learning tools in schools.																																																																																																									
	PO - 2	Mastering theoretical concepts regarding approaches, models and methods for developing learning planning, and being able to formulate and solve various problems of Javanese language and literature teaching materials procedurally.																																																																																																									
	PO - 3	Make strategic decisions based on information and data analysis, and provide guidance in selecting various alternative solutions in resolving and resolving problems with Javanese language and literature teaching materials.																																																																																																									
	PO - 4	Have a commitment and attitude of responsibility for your own and group learning performance in solving various practical problems in compiling Javanese language and literature teaching materials at school.																																																																																																									
	PLO-PO Matrix																																																																																																										
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>P.O</td> <td>PLO-1</td> <td>PLO-6</td> <td>PLO-11</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td></td> <td>✓</td> <td></td> <td></td> </tr> </table>						P.O	PLO-1	PLO-6	PLO-11				PO-1			✓				PO-2		✓					PO-3		✓	✓				PO-4	✓			✓																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																											
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <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> <tr> <td>PO-2</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> <tr> <td>PO-3</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> <tr> <td>PO-4</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																	PO-2																	PO-3																	PO-4																
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PO-4																																																																																																											
Short Course Description	This course contains an examination of various models of textbook development as well as provision of the ability to compile teaching materials for Javanese language and literature to improve skills in learning Javanese at school by utilizing science and technology based on a responsible attitude. This course is presented with a system of assignments, practice, discussion and presentation, and reflection.																																																																																																										
References	Main :																																																																																																										
	<ol style="list-style-type: none"> 1. Majid, Abdul. 2011. Perencanaan Pembelajaran. Bandung: Remaja Rosdakarya. 2. Harjanto. 2008. Perencanaan Pengajaran. Jakarta: Rineka Cipta. 3. Hamidah, Siti Cholihatul. 2003. Perangkat Pembelajaran. Jakarta: Direktorat Pendidikan Lanjutan Pertama. 4. Semi, M.Atar. 1993. Rancangan Pengajaran Bahasa dan Sastra Indonesia. Bandung: Angkasa. 																																																																																																										
	Supporters:																																																																																																										
Supporting lecturer	Drs. Sukarman, M.Si. Latif Nur Hasan, 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	Summarizing the orientation, scope, objectives and position of teaching material development	<ol style="list-style-type: none"> 1. Have an initial orientation about the course 2. Know the scope of the course 3. Know the objectives of the course 4. Know the position of courses in supporting the curriculum and Javanese language learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to explain the orientation, scope, objectives and position of developing teaching materials completely and well 2. Able to explain the orientation, scope, objectives and position of developing teaching materials semi-completely, including sufficient 3. Not being able to explain the orientation, scope, objectives and position of developing teaching materials is considered lacking <p>Form of Assessment : Participatory Activities</p>	Expository, question and answer, discussion 2 X 50		<p>Material: orientation, scope, objectives and position of teaching material development Reader: Majid, Abdul. 2011. <i>Learning Planning</i>. Bandung: Rosdakarya Youth.</p>	3%
2	Understand the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning Javanese	<ol style="list-style-type: none"> 1. Explain the role of teaching materials in learning Javanese 2. Identify types of printed and non-printed teaching materials that are relevant to learning Javanese 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to explain and identify the role of teaching materials and various types of printed and non-printed teaching materials that are relevant in learning Javanese completely, including well 2. Able to explain and identify the role of teaching materials and various types of printed and non-printed teaching materials that are relevant in learning Javanese, half complete, including sufficient 3. Not being able to explain and identify the role of teaching materials and the various types of printed and non-printed teaching materials that are relevant in learning Javanese is considered lacking. <p>Form of Assessment : Participatory Activities</p>	Expository, question and answer, FGD, presentation, assignment 2 X 50		<p>Material: The role of teaching materials and various types of printed and non-printed teaching materials that are relevant in learning Javanese. Reader: Hamidah, Siti Cholisatul. 2003. <i>Learning Tools</i>. Jakarta: First Directorate of Further Education.</p>	2%

3	Analyze the factors and procedures for developing teaching materials	<ol style="list-style-type: none"> 1. Identify factors that must be considered in developing teaching materials 2. Analyze the procedures that must be followed in developing teaching materials 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze the factors and procedures for developing teaching materials completely, including well 2. Being able to analyze the factors and procedures for developing teaching materials in a semi-complete manner is sufficient 3. Not being able to analyze the factors and procedures for developing teaching materials is considered lacking <p>Form of Assessment : Participatory Activities, Tests</p>	Expository, question and answer, discussion, inquiry, presentation, assignment 2 X 50		<p>Material: Factors and procedures for developing teaching materials. Reference: <i>Hamidah, Siti Cholisatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	5%
4	Analyzing the similarities and differences in print-based teaching materials and their uses	Comparing (similarities and differences) the use of modules/handouts/LKPD in learning Javanese	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze and identify similarities and differences in print-based teaching materials and their complete use, including good 2. Able to analyze and identify similarities and differences in print-based teaching materials and their use in a semi-complete manner, including sufficient 3. Not being able to analyze and identify similarities and differences in print-based teaching materials and their use is inadequate <p>Form of Assessment : Participatory Activities, Tests</p>	Demonstration, question and answer, discussion 2 X 50		<p>Material: Similarities and differences in print-based teaching materials and their use. Reference: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Similarities and differences in print-based teaching materials and their use. Reader: <i>Hamidah, Siti Cholisatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	5%

5	Analyzing the similarities and differences in non-print based teaching materials and their uses	Comparing (similarities and differences) the use of non-printed teaching materials (audio, visual, multimedia, computer-assisted media) in learning Javanese	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to analyze and identify similarities and differences in non-print based teaching materials and their complete use, including good 2. Able to analyze and identify similarities and differences in non-print based teaching materials and their use in a semi-complete manner, including sufficient 3. Not being able to analyze and identify similarities and differences in non-print based teaching materials and their use is lacking <p>Form of Assessment : Participatory Activities, Tests</p>	Expository, simulation, demonstration, presentation, question and answer, assignment 2 X 50		<p>Material: Similarities and differences in non-print based teaching materials and their use. Reference: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Similarities and differences in non-print based teaching materials and their use. Reference: <i>Hamidah, Siti Cholihatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	5%
6	Understand the scope and use of literature reviews in developing teaching materials	<ol style="list-style-type: none"> 1. Identify the scope of internet use as a learning resource 2. Reviewing relevant (new) literature sourced from the internet 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to explain the scope and use of literature review in developing teaching materials completely and well 2. Being able to explain the scope and use of literature review in the development of teaching materials is half complete, including sufficient 3. Not being able to explain the scope and use of literature review in developing teaching materials is considered lacking <p>Form of Assessment : Participatory Activities</p>	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		<p>Material: Scope and use of literature review in developing teaching materials Reader: <i>Harjanto. 2008. Teaching Planning. Jakarta: Rineka Cipta.</i></p>	2%

7	Understand models and procedures for formative evaluation of printed and non-printed teaching materials	Identify models and procedures for formative evaluation of teaching materials (print/non-print)	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Able to explain and identify models and procedures for formative evaluation of printed and non-printed teaching materials completely, including good 2. Being able to explain and identify models and procedures for formative evaluation of printed and non-printed teaching materials in a semi-complete manner is sufficient 3. Not being able to explain and identify models and procedures for formative evaluation of printed and non-printed teaching materials is considered lacking <p>Form of Assessment : Participatory Activities</p>	Expository, simulation, question and answer, discussion, assignment, presentation 2 X 50		<p>Material: Models and procedures for formative evaluation of printed and non-printed teaching materials. Reference: <i>Semi, M. Atar. 1993. Indonesian Language and Literature Teaching Plan. Bandung: Space.</i></p>	3%
8	UTS	UTS	<p>Criteria: Mastering meeting material 1-7 well</p> <p>Form of Assessment : Test</p>	UTS 2 X 50		<p>Material: learning planning References: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p>	10%
9	Implementing the stages/steps of developing teaching materials systematically (drafting)	<ol style="list-style-type: none"> 1. Designing the development of printed/non-printed teaching materials to be used in learning Javanese 2. Implementing the stages of developing teaching materials systematically (drafting 1) 3. Provide feedback/suggestions/improvements 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Being able to apply steps to develop teaching materials systematically (drafting) is considered good 2. Being able to apply the steps for developing teaching materials in a fairly systematic manner (drafting) is sufficient 3. Not being able to implement steps to develop teaching materials systematically (drafting) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (drafting) Library: <i>Harjanto. 2008. Teaching Planning. Jakarta: Rineka Cipta.</i></p> <p>Material: Steps for developing teaching materials systematically (drafting) Library: <i>Hamidah, Siti Cholisatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	7%

10	Implementing the stages/steps of developing teaching materials systematically (drafting)	<ol style="list-style-type: none"> 1.Designing the development of printed/non-printed teaching materials to be used in learning Javanese 2.Implementing the stages of developing teaching materials systematically (drafting 2) 3.Provide feedback/suggestions/improvements 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Being able to apply steps to develop teaching materials systematically (drafting) is considered good 2.Being able to apply the steps for developing teaching materials in a fairly systematic manner (drafting) is sufficient 3.Not being able to implement steps to develop teaching materials systematically (drafting) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (drafting) Library: <i>Harjanto. 2008. Teaching Planning. Jakarta: Rineka Cipta.</i></p> <p>Material: Steps for developing teaching materials systematically (drafting) Library: <i>Hamidah, Siti Cholisatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	8%
11	Implementing stages/steps in developing teaching materials systematically (editing)	<ol style="list-style-type: none"> 1.Implementing the stages of developing teaching materials systematically (editing 1) 2.Provide input/suggestions/improvements/feedback 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Being able to apply steps to develop teaching materials systematically (editing) is considered good 2.Being able to apply the steps for developing teaching materials in a fairly systematic manner (editing) is sufficient 3.Not being able to implement steps to develop teaching materials systematically (editing) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (editing) References: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <p>Material: Steps for developing teaching materials systematically (editing) Library: <i>Hamidah, Siti Cholisatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	7%
12	Implementing stages/steps in developing teaching materials systematically (editing)	<ol style="list-style-type: none"> 1.Implementing the stages of developing teaching materials systematically (editing 2) 2.Provide input/suggestions/improvements/feedback 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Being able to apply steps to develop teaching materials systematically (editing) is considered good 2.Being able to apply the steps for developing teaching materials in a fairly systematic manner (editing) is sufficient 3.Not being able to implement steps to develop teaching materials systematically (editing) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (editing) References: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <p>Material: Steps for developing teaching materials systematically (editing) Library: <i>Hamidah, Siti Cholisatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	8%

13	Implementing stages/steps for developing teaching materials systematically (revising)	<ol style="list-style-type: none"> 1.Implementing the stages of developing teaching materials systematically (revising 1) 2.Provide feedback/suggestions/improvements 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Being able to implement steps to develop teaching materials systematically (revising) is considered good 2.Being able to implement steps to develop teaching materials in a fairly systematic manner (revising) is sufficient 3.Not being able to implement steps to develop teaching materials systematically (revising) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (revising)</p> <p>References: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Steps for developing teaching materials systematically (revising)</p> <p>Library: <i>Hamidah, Siti Cholihatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	7%
14	Implementing stages/steps for developing teaching materials systematically (revising)	<ol style="list-style-type: none"> 1.Implementing the stages of developing teaching materials systematically (revising 2) 2.Provide feedback/suggestions/improvements 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Being able to implement steps to develop teaching materials systematically (revising) is considered good 2.Being able to implement steps to develop teaching materials in a fairly systematic manner (revising) is sufficient 3.Not being able to implement steps to develop teaching materials systematically (revising) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (revising)</p> <p>References: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Steps for developing teaching materials systematically (revising)</p> <p>Library: <i>Hamidah, Siti Cholihatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	8%
15	Implementing stages/steps in developing teaching materials systematically (publishing)	Implementing the stages of developing teaching materials systematically (publishing)	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to apply steps to develop teaching materials systematically (publishing) is considered good 2.Being able to apply the steps for developing teaching materials in a fairly systematic manner (publishing) is sufficient 3.Not being able to implement steps to develop teaching materials systematically (publishing) is considered lacking <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Brainstorming, FGD, assignment (collaborative project), presentation, review 2 X 50		<p>Material: Steps for developing teaching materials systematically (revising)</p> <p>References: <i>Majid, Abdul. 2011. Learning Planning. Bandung: Rosdakarya Youth.</i></p> <hr/> <p>Material: Steps for developing teaching materials systematically (revising)</p> <p>Library: <i>Hamidah, Siti Cholihatul. 2003. Learning Tools. Jakarta: First Directorate of Further Education.</i></p>	5%

16	UAS	UAS	Criteria: Mastering meeting material 1-15 well Form of Assessment : Test	UAS 2 x 50		Material: learning planning References: <i>Semi, M.Atar. 1993. Indonesian Language and Literature Teaching Plan. Bandung: Space.</i>	15%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	32.5%
		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.