



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts,**  
**Javanese Language and Literature Education Undergraduate Study**  
**Program**

Document  
Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																				
Innovative Learning Planning	8820202187	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	3	August 24, 2023																																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																																					
	Drs. Sukarman, M.Si.		Prof. Dr. Udjang Pairin, M.Pd.	Latif Nur Hasan, S.Pd., M.Pd.																																																																																																					
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																								
	<b>PLO-1</b>	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties																																																																																																							
	<b>PLO-6</b>	Mastering the theoretical concepts of learning Javanese by utilizing information technology;																																																																																																							
	<b>PLO-11</b>	Able to apply Javanese language learning theory by utilizing information technology;																																																																																																							
	<b>Program Objectives (PO)</b>																																																																																																								
	<b>PO - 1</b>	Utilizing science and technology to obtain, collect and process various approaches, models, methods and learning techniques in order to solve language and literature learning problems in schools.																																																																																																							
	<b>PO - 2</b>	Master theoretical concepts about approaches, models, methods and learning techniques, and be able to formulate procedural solutions to various language and literature learning problems in schools.																																																																																																							
	<b>PO - 3</b>	Make strategic decisions based on information and data analysis, and provide guidance in choosing various alternative solutions in resolving and resolving language and literature learning problems in schools.																																																																																																							
	<b>PO - 4</b>	Have a commitment and attitude of responsibility for your own and group learning performance in solving various problems with Javanese language and literature learning strategies at school.																																																																																																							
	<b>PLO-PO Matrix</b>																																																																																																								
		<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>P.O</th> <th>PLO-1</th> <th>PLO-6</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>PO-2</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>PO-4</td> <td>✓</td> <td></td> <td>✓</td> </tr> </tbody> </table>				P.O	PLO-1	PLO-6	PLO-11	PO-1			✓	PO-2		✓		PO-3		✓	✓	PO-4	✓		✓																																																																																
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																									
	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> </tbody> </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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<b>Short Course Description</b>	This course contains an examination of the principles of teaching and learning language and literature and their application in Javanese language learning to improve the ability to solve Javanese language learning problems in schools 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.																																																																																																								
<b>References</b>	<b>Main :</b>																																																																																																								

1. Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall. Inc.
2. Subyakto, Sri Utari-N. 1993. Metodologi Pengajaran Bahasa. Jakarta: Gramedia.
3. Suyatno. 2004. Teknik Pembelajaran Bahasa dan Sastra. Surabaya: SIC.
4. Ginnis, Paul. 2008. Trik & Taktik Mengajar. Jakarta: P.T. Indeks.
5. Sanjaya, Wina. 2008. Strategi Pembelajaran (Berorientasi Standar Proses Pendidikan). Jakarta: Kencana Prenada Media Group.
6. Gani, Rizanur. 1988. Pengajaran Sastra Indonesia: Respons dan Analisis. Jakarta: P2LPTK Depdikbud.

**Supporters:**

**Supporting lecturer**  
Drs. Sukarman, M.Si.  
Dr. Octo Dendy Andriyanto, 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	Mastering the concept map of the Innovative Learning course	Explains the concept map for innovative language and literature learning	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain the concept map for innovative learning of Javanese language, literature and culture completely and well</li> <li>2. Able to explain the concept map for innovative learning of Javanese language, literature and culture, half complete, including sufficient</li> <li>3. Not being able to explain the concept map for innovative learning of Javanese language, literature and culture completely is lacking</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Discussion, Question and Answer, Assignment 2 X 50		<p><b>Material:</b> concept of Innovative Learning course</p> <p><b>References:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall. Inc.</i></p>	5%

2	Mastering the characteristics of innovative learning strategies for Javanese language, literature and culture	Explain the characteristics of innovative learning strategies for Javanese language, literature and culture	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain the characteristics of innovative learning strategies for Javanese language, literature and culture completely and well</li> <li>2. Able to explain the characteristics of innovative learning strategies for Javanese language, literature and culture in a semi-complete manner, including sufficient</li> <li>3. Not being able to fully explain the characteristics of innovative learning strategies for Javanese language, literature and culture is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Participatory Activities</p>	Discussion, Question and Answer, Assignment 2 X 50		<p><b>Material:</b> characteristics of innovative language and literature learning strategies</p> <p><b>References:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall, Inc.</i></p> <hr/> <p><b>Material:</b> characteristics of innovative language and literature learning strategies</p> <p><b>Reader:</b> <i>Sanjaya, Vienna. 2008. Learning Strategy (Educational Process Standards Oriented). Jakarta: Kencana Prenada Media Group.</i></p>	5%
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3	Mastering the characteristics of innovative learning strategies for Javanese language, literature and culture (advanced material)	Explain the characteristics of innovative learning strategies for Javanese language, literature and culture	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain the characteristics of innovative learning strategies for Javanese language, literature and culture completely and well</li> <li>2. Able to explain the characteristics of innovative learning strategies for Javanese language, literature and culture in a semi-complete manner, including sufficient</li> <li>3. Not being able to fully explain the characteristics of innovative learning strategies for Javanese language, literature and culture is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Discussion, Question and Answer, Assignment 2 X 50		<p><b>Material:</b> characteristics of innovative language and literature learning strategies</p> <p><b>References:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall, Inc.</i></p> <hr/> <p><b>Material:</b> characteristics of innovative language and literature learning strategies</p> <p><b>Reader:</b> <i>Sanjaya, Vienna. 2008. Learning Strategy (Educational Process Standards Oriented). Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p><b>Material:</b> characteristics of innovative language learning strategies</p> <p><b>References:</b> <i>Subyakto, Sri Utari-N. 1993. Language Teaching Methodology. Jakarta: Gramedia.</i></p>	5%
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4	Mastering the concept of approaches to learning Javanese language, literature and culture	Able to explain the concept of approaches to learning Javanese language, literature and culture	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Explains the concept of approaches to learning Javanese language, literature and culture completely and well</li> <li>2.Explains the concept of approaches to learning Javanese language, literature and culture, half-complete, including sufficient</li> <li>3.Not being able to explain the concept of approaches to learning Javanese language, literature and culture completely is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion, Question and Answer, Assignment 2 X 50		<p><b>Material:</b> concept of approach in learning language, literature and culture</p> <p><b>Reader:</b> <i>Suyatno. 2004. Language and Literature Learning Techniques. Surabaya: SIC.</i></p> <hr/> <p><b>Material:</b> concept of approaches in learning language, literature and culture</p> <p><b>References:</b> <i>Ginnis, Paul. 2008. Teaching Tricks &amp; Tactics. Jakarta: PT Index.</i></p>	5%
5	Applying approach concepts in learning Javanese language, literature and culture	Able to apply approach concepts in learning Javanese language, literature and culture	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Applying the concept of approach in learning Javanese language, literature and culture smoothly and coherently is considered good</li> <li>2.Applying the concept of approach in learning Javanese language, literature and culture semi-fluently and coherently is sufficient</li> <li>3.Not being able to apply the concept of approach in learning Javanese language, literature and culture fluently and coherently is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Practice and Discussion 2 X 50		<p><b>Material:</b> application of various language-specific learning approaches.</p> <p><b>Reference:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall. Inc.</i></p> <hr/> <p><b>Material:</b> concept of approach in learning language and literature</p> <p><b>References:</b> <i>Ginnis, Paul. 2008. Teaching Tricks &amp; Tactics. Jakarta: PT Index.</i></p>	5%

6	Mastering various concepts of Javanese language, literature and culture learning models	Explains various concepts of Javanese language, literature and culture learning models	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain various concepts of Javanese language, literature and culture learning models completely and well</li> <li>2. Able to explain various concepts of learning models for Javanese language, literature and culture in a semi-complete manner, including sufficient</li> <li>3. Not being able to explain various concepts of learning models for Javanese language, literature and culture completely is lacking</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Discussion, Question and Answer, Assignment 2 X 50		<p><b>Material:</b> language and literature learning models</p> <p><b>References:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall. Inc.</i></p> <hr/> <p><b>Material:</b> language and literature learning models</p> <p><b>References:</b> <i>Subyakto, Sri Utari-N. 1993. Language Teaching Methodology. Jakarta: Gramedia.</i></p>	5%
7	Able to apply Javanese language, literature and culture learning methods	Applying Javanese language, literature and culture learning methods	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Being able to apply Javanese language, literature and culture learning methods fluently and coherently is considered good</li> <li>2. Being able to apply Javanese language, literature and culture learning methods semi-fluently and coherently is sufficient</li> <li>3. Not being able to apply Javanese language, literature and culture learning methods smoothly and coherently is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Portfolio Assessment</p>	Practice and Discussion 2 X 50		<p><b>Material:</b> language and literature learning methods</p> <p><b>References:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall. Inc.</i></p> <hr/> <p><b>Material:</b> language and literature learning methods</p> <p><b>References:</b> <i>Gani, Rizanur. 1988. Teaching Indonesian Literature: Response and Analysis. Jakarta: P2LPTK Depdikbud.</i></p>	5%

8	UTS	<p>1.Mastering the concept map of the Innovative Learning course</p> <p>2.Mastering the characteristics of innovative learning strategies for Javanese language, literature and culture</p> <p>3.Mastering the concept of approaches to learning Javanese language, literature and culture</p> <p>4.Mastering various concepts of Javanese language, literature and culture learning models</p>	<p><b>Criteria:</b> UTS</p> <p><b>Form of Assessment</b> : Test</p>	UTS 2 X 50		<p><b>Material:</b> innovative learning</p> <p><b>Reference:</b> <i>Sanjaya, Vienna. 2008. Learning Strategy (Educational Process Standards Oriented). Jakarta: Kencana Prenada Media Group.</i></p>	10%
9	Mastering the concepts and application of special methods for learning Javanese language, literature and culture	Explain and apply the concept of special methods in learning Javanese language, literature and culture	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Able to explain and apply the concept of special methods in learning Javanese language, literature and culture completely and well</li> <li>2.Able to explain and apply the concept of special methods in learning Javanese language, literature and culture in a semi-complete manner, including sufficient</li> <li>3.Not being able to explain and apply the concept of special methods in learning Javanese language, literature and culture completely is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Discussion, Q&A. Assignment 2 X 50		<p><b>Material:</b> special methods for learning language and literature</p> <p><b>Reader:</b> <i>Suyatno. 2004. Language and Literature Learning Techniques. Surabaya: SIC.</i></p> <hr/> <p><b>Material:</b> special learning methods</p> <p><b>Library:</b> <i>Sanjaya, Vienna. 2008. Learning Strategy (Educational Process Standards Oriented). Jakarta: Kencana Prenada Media Group.</i></p>	5%

10	Mastering the concepts and techniques that can be used in learning design	Explains concepts and techniques that can be used in learning design	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain concepts and techniques that can be used in learning design completely and well</li> <li>2. Being able to explain concepts and techniques that can be used in learning design in a semi-complete manner is sufficient</li> <li>3. Not being able to explain the concepts and techniques that can be used in learning design completely is inadequate</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion, Presentation, Question and Answer 2 X 50		<p><b>Material:</b> concepts and techniques of learning design <b>Reference:</b> Subyakto, Sri Utari-N. 1993. <i>Language Teaching Methodology</i>. Jakarta: Gramedia.</p> <p><b>Material:</b> concepts and techniques of learning design <b>Reference:</b> Sanjaya, Vienna. 2008. <i>Learning Strategy (Educational Process Standards Oriented)</i>. Jakarta: Kencana Prenada Media Group.</p>	5%
11	Apply concepts and techniques that can be used in learning design	Apply concepts and techniques that can be used in learning design	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to apply concepts and techniques that can be used in learning design completely, including well</li> <li>2. Being able to apply concepts and techniques that can be used in learning design is half complete, including sufficient</li> <li>3. Not being able to apply the concepts and techniques that can be used in learning design completely is considered lacking</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Practice and Discussion 2 X 50		<p><b>Material:</b> concepts and techniques of learning design <b>Reference:</b> Subyakto, Sri Utari-N. 1993. <i>Language Teaching Methodology</i>. Jakarta: Gramedia.</p> <p><b>Material:</b> concepts and techniques of learning design <b>Reference:</b> Sanjaya, Vienna. 2008. <i>Learning Strategy (Educational Process Standards Oriented)</i>. Jakarta: Kencana Prenada Media Group.</p>	5%



12	Develop learning plans based on basic teaching skills	Master and be able to apply the concepts of preparing learning plans based on basic teaching skills	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Being able to prepare a complete and coherent learning plan is considered good</li> <li>2. Being able to prepare a learning plan that is half complete and coherent is sufficient</li> <li>3. Not being able to prepare a complete and coherent learning plan is considered lacking</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion, Questions and Answers, Practice 2 X 50		<p><b>Material:</b> preparing a learning plan <b>References:</b> Ginnis, Paul. 2008. <i>Teaching Tricks &amp; Tactics</i>. Jakarta: PT Index.</p> <p><b>Material:</b> preparing a language and literature learning plan <b>Reader:</b> Suyatno. 2004. <i>Language and Literature Learning Techniques</i>. Surabaya: SIC.</p>	5%
13	Mastering the concepts and applying various classroom management approaches	Mastering the concepts and applying various classroom management approaches	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain and apply various classroom management approaches completely, including well</li> <li>2. Able to explain and apply various classroom management approaches semi-completely, including sufficient</li> <li>3. Not being able to explain and apply various classroom management approaches completely, including lacking</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion, Question and Answer, Presentation 2 X 50		<p><b>Material:</b> classroom management approach <b>Reference:</b> Suyatno. 2004. <i>Language and Literature Learning Techniques</i>. Surabaya: SIC.</p>	10%

14	Mastering the characteristics of language and literature learning materials and media.	Identify and design learning materials and media for Javanese language, literature and culture	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to explain the characteristics and apply media along with teaching materials for learning Javanese language, literature and culture completely, including well</li> <li>2. Being able to explain the characteristics and apply media along with teaching materials for learning Javanese language, literature and culture in a semi-complete manner is sufficient</li> <li>3. Not being able to explain the characteristics and apply the media and teaching materials for learning Javanese language, literature and culture completely is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Discussion, Q&A. Presentation 2 X 50		<p><b>Material:</b> media and teaching materials for language and literature learning</p> <p><b>Reference:</b> <i>Brown, H. Douglas. 1980. Principles of Language Learning and Teaching. New Jersey: Prentice Hall, Inc.</i></p>	10%
15	Mastering concepts and being able to implement enrichment and improvement programs	Identify and design enrichment programs and improvement programs	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Able to identify and design enrichment and improvement programs completely, including well</li> <li>2. Able to identify and design enrichment and improvement programs that are half complete, including sufficient</li> <li>3. Not being able to identify and design a complete enrichment and improvement program is considered lacking</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Discussion, Question and Answer, Assignment 2 X 50		<p><b>Material:</b> enrichment and improvement in the language and literature learning process</p> <p><b>Reader:</b> <i>Suyatno. 2004. Language and Literature Learning Techniques. Surabaya: SIC.</i></p>	5%

16	UAS	UAS	Criteria: UAS  Form of Assessment : Test	UAS 2 X 50		Material: innovative learning Reference: Sanjaya, Vienna. 2008. Learning Strategy (Educational Process Standards Oriented). Jakarta: Kencana Prenada Media Group.	10%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	20%
4.	Test	20%
		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.