UNESA

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

Document Code

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Courses				CODE			Cour	rse Fa	mily				C	redi	Wei	ght		SE	MES	TER	Com Date	pilation
Learning	Plan	ning		88202030	95								Т	=3	P=0	ECTS	5=4.77		5		July 1	L8, 2024
AUTHOR	IZAT	ION		SP Devel	oper					Course Cluster Coordinator							Study Program Coordinator					
																Latif Nur Hasan, S.Pd M.Pd.			S.Pd.,			
Learning model		Case Studies																				
Program	1	PLO study prog	gram	which is o	harge	d to th	ne cou	irse														
Learning Outcome	3	Program Objec	tives	s (PO)	0																	
(PLO)		PLO-PO Matrix																				
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				P.0																		
	ľ	PO Matrix at th	e eno	d of each l	earning	g stag	e (Suk	b-PO)														
	ľ						•															
				P.0								Week	k									
				1	2	3	4	5	6	7	8	9		10	11	12		13	14	1	5	16
																				1		
Short Course Descript	ion	This course conta learning plans fo based on a resp reflection.	r Jav	anese lang	uage an	nd litera	ature t	ō imp	rovē s	kills in	learn	ing Ja	ava	nėse	at s	chool I	oy util	izing	scier	nce a	nd teo	hnology
Reference	ces	Main :																				
		 Ginnis, P Prawirad Semi, M. Mudhofir Samana. Suderadj Depdikna Depdikna Pendidik. Masnur. Sukmadii Sukmadii Soetopo, Tarigan, 	ilaga, Atar. 1992 at, Ha as. 20 as. S an (K 2008. nata, Heno	, Dewi Salm 1993. Ranc 3. Teknolog 2. Sistem Pe ari. 2004. In 005. Pedoma Ganjana, Wi TSP . Jakar . Kurikulum Nana Syao dayat dan W	a. 2008. angan P I Instruks ngajara plemen an Khus na. 200 ta: Kenc Tingkat dih. 199 /asty Su	Prinsi, Pengaja sional In Yog tasi Ku us Per 08. Kuri cana P Satuar 9. Pen imanto	p Disai aran Ba . Bandi gyakart urikulur ngemba ikulum renada n Pend gemba . 1993.	in Pen ahasa ung: F ta: Kai m Berl angan dan a Medi lidikan angan . Pem	nbelaja dan S Remaja nisius. Dasis k Silabu Pemb a Grou : Dasa Kuriku binaar	aran astra I a Rosd Kompe us . Jal elajara up Mus ar Pem ilum: T i dan F	ndone akarya tensi (l karta: l n :Teo slich, ahama eori da Pengen	sia . E a. KBK). Dir PL ori da an dar an Pra nbang	Ban _P, an F n Pe aktil gan	dung ndun Dirjer Prakti enger <. Bat Kurił	: Ang g: Ci n PDI k Pe mbar ndun kulum	kasa. pta Ce M. ngeml gan g: Ren	kas G banga Jakart naja R	rafik n Ku a: Bu osda	ırikulu ımi Ał ıkarya	sara.	•	Satuan
		Supporters:																				
Supporti lecturer	ing	SRI SULISTIANI Latif Nur Hasan, S	S.Pd.	., M.Pd.																		
Week-	eac stag	al abilities of h learning ge b-PO)		Endicator	valuatio	-	& Forn	n	Of	fline (Lea Stude [E	stima	me ssig	ethoc Inme I time	ls, nts, e]	onlin	e)	n	earni nateri feren]	alš		ssment ght (%)
(1)		(2)		(3)		(4)			01	(5		•]		UI		(0///// 6)	•)		(7)			(8)
(1)		(4)		(3)		14				13						01			1/1			101

1	Mastering the nature of educational and learning planning	Explain the different concepts of educational and learning planning and their applications.	Criteria: Explain the conceptual differences between educational and learning planning! Explain the nature of teaching planning!	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		0%
2	Mastering the nature of educational and learning planning	Explain the different concepts of educational and learning planning and their applications.	 Criteria: The assessments carried out on aspects of attitude, knowledge and skills are as follows: Participation during lectures through observation (weight 2) Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) Subsummative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) Summative tests are carried out to access all indicators during the half semester through written exams and case analysis assignments. Scores are averaged and weighted (2)) Summative tests are carried out in writing and given weightage (3). The final score (NA) is (participation score x 2) (AS score (3) divided by 10 	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation AssignmentsContextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Contextual Presentation Assignments, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50		0%

3	Mastering the	Explain the	Criteria:	Contextual,		0%
	concept of instructional	differences between the	 The assessments 	Direct/Cooperative		
	technology as a	concepts and	carried out on	Learning, Questions		
	basis for planning	applications	aspects of	and Answers,		
	and compiling	of educational	attitude,	Discussions, Exercises,		
	learning programs.	technology	knowledge and	Presentation		
		and	skills are as	Assignments		
		instructional technology in	follows:	8 X 50		
		the learning	2.Participation			
		process.	during lectures			
		-	through			
			observation			
			(weight 2)			
			3.Assignments are			
			accessed through			
			presentations and			
			reports on the			
			results of group			
			discussions, and			
			individual case			
			study reports.			
			Values are			
			averaged and			
			weighted (3)			
			4.Subsummative			
			tests are carried			
			out to access all			
			indicators during			
			the half semester			
			through written			
			exams and case			
			analysis			
			assignments.			
			Scores are			
			averaged and			
			weighted (2))			
			5.Summative tests			
			are carried out			
			simultaneously			
			according to the			
			schedule. The			
			exam is carried			
			out in writing and			
			given weightage			
			(3).			
			6.The final score			
			(NA) is			
			(participation			
			score x2)			
			(assignment			
			score x 3) (UTS			
			score x 2) UAS			
			score (3) divided			
			by 10			

						1
4	Mastering the	Applying a	Criteria:	Contextual,		0%
	concept of a systems approach	systems approach in	1.The assessments	Direct/Cooperative		
	in designing	designing	carried out on	Learning, Questions		
	learning activities	learning	aspects of	and Answers,		
	5	activities.	attitude,	Discussions, Exercises,		
			knowledge and	Presentation		
			skills are as	Assignments		
			follows:	8 X 50		
			2.Participation			
			during lectures			
			through			
			observation			
			(weight 2)			
			3.Assignments are			
			accessed through			
			presentations and			
			reports on the			
			results of group			
			discussions, and			
			individual case			
			study reports.			
			Values are			
			averaged and			
			weighted (3)			
			4.Subsummative			
			tests are carried			
			out to access all			
			indicators during			
			the half semester			
			through written			
			exams and case			
			analysis			
			assignments.			
			Scores are			
			averaged and			
			weighted (2))			
			5.Summative tests			
			are carried out			
			simultaneously			
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			schedule. The			
			exam is carried			
			out in writing and			
			given weightage			
			(3).			
			6.The final score			
			(NA) is			
			(participation			
			score x2)			
			(assignment			
			score x 3) (UTS			
			score x 2) UAS			
			score (3) divided			
			by 10			
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score x 3) (UTS							
score x 2) UAS							
score (3) divided				• •			
by 10				DT V0			

6	Mastering the characteristics of the concept of instructional development models developing in Indonesia.	Identifying and reconstructing innovative learning development models.	Criteria: 1. The assessments carried out on aspects of attitude, knowledge and skills are as follows: 2. Participation during lectures through observation (weight 2) 3. Assignments are accessed through presentations and reports on the results of group discussions, and individual case	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50		0%
	instructional development models developing	innovative learning development	aspects of attitude, knowledge and skills are as follows: 2.Participation during lectures through observation (weight 2) 3.Assignments are accessed through presentations and reports on the results of group discussions, and	and Answers, Discussions, Exercises, Presentation Assignments		
			by 10			

7	Mastering the	Identifying	Criteria:	Contextual,			0%
	characteristics of the concept of	and reconstructing	1.The assessments	Direct/Cooperative			
	instructional	innovative	carried out on	Learning, Questions			
	development	learning	aspects of	and Answers,			
	models developing	development	attitude,	Discussions, Exercises,			
	in Indonesia.	models.	knowledge and	Presentation			
			skills are as	Assignments			
			follows:	8 X 50			
			2.Participation				
			during lectures				
			through				
			observation				
			(weight 2)				
			3.Assignments are				
			accessed through				
			presentations and				
			reports on the				
			results of group				
			discussions, and				
			individual case				
			study reports.				
			Values are				
			averaged and				
			weighted (3)				
			4.Subsummative				
			tests are carried				
			out to access all				
			indicators during				
			the half semester				
			through written				
			exams and case				
			analysis				
			assignments.				
			Scores are				
			averaged and				
			weighted (2))				
			5.Summative tests				
			are carried out				
			simultaneously				
			according to the				
			schedule. The				
			exam is carried				
			out in writing and				
			given weightage				
			(3).				
			6.The final score				
			(NA) is				
			(participation				
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			score (3) divided				
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8	Midterm exam		 Criteria: The assessments carried out on aspects of attitude, knowledge and skills are as follows: Participation during lectures through observation (weight 2) Assignments are accessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3) Subsummative tests are carried out to access all indicators during the half semester through weighted (2)) Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3). The final score (NA) is (participation score x 2) (UTS 	8 X 50		0%
			score x 3) (UTS score x 2) UAS score (3) divided by 10			
9	Mastering the techniques for preparing and developing competency-based learning activity planning.	Identify and develop a Javanese language and literature learning plan	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	3 X 50		0%

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10	Mastering the techniques for preparing and developing competency-based learning activity planning.	Identify and develop a Javanese language and literature learning plan	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		0%
11	Mastering techniques for competency-based syllabi and Learning Implementation Plans (RPP).	Prepare syllabus and lesson plans that are relevant to the Javanese language and literature learning curriculum.	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		0%
12	Mastering techniques for compiling competency-based syllabi and Learning Implementation Plans (RPP).	Prepare syllabus and lesson plans that are relevant to the Javanese language and literature learning curriculum.	Criteria: 1.Participation during lectures and discussions is carried out through observation (weight 2) 2.Sub-summative test, written exam and weighted (2) 3.Average assessment of student performance, weight (3) 4.UAS scores, weighted (3)	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 3 X 50		0%
13	Mastering techniques for preparing enrichment and remedial programs.	Designing enrichment programs and remedial programs in learning Javanese language and literature.		3 X 50		0%
14	Mastering the practice of teaching language and literature.	Teaching practice is based on the RPP that has been prepared		3 X 50		0%
15	Mastering the practice of teaching language and literature.	Teaching practice is based on the RPP that has been prepared.		3 X 50		0%
16	Final exams			3 X 50		0%

 Evaluation Percentage Recap: Case Study

 No
 Evaluation

 Percentage

 0%

- 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.