



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																										
Learning Planning	8820203095		T=3 P=0 ECTS=4.77	5	July 18, 2024																																										
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																										
	.....		.....		Latif Nur Hasan, S.Pd., M.Pd.																																										
<b>Learning model</b>	<b>Case Studies</b>																																														
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																														
	<b>Program Objectives (PO)</b>																																														
	<b>PLO-PO Matrix</b>																																														
		P.O																																													
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																														
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
<b>Short Course Description</b>	This course contains an examination of various learning planning models and their development as well as provision of the ability to prepare learning plans 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.																																														
<b>References</b>	<b>Main :</b>																																														
	<ol style="list-style-type: none"> <li>1. Ginnis, Paul. 2008. Trik &amp; Taktik Mengajar . Jakarta: PT Indeks.</li> <li>2. Prawiradilaga, Dewi Salma. 2008. Prinsip Disain Pembelajaran . Jakarta: Kencana Prenada Media Group.</li> <li>3. Semi, M.Atar. 1993. Rancangan Pengajaran Bahasa dan Sastra Indonesia . Bandung: Angkasa.</li> <li>4. Mudhofir. 1993. Teknologi Instruksional . Bandung: Remaja Rosdakarya.</li> <li>5. Samana. 1992. Sistem Pengajaran . Yogyakarta: Kanisius.</li> <li>6. Suderadjat, Hari. 2004. Implementasi Kurikulum Berbasis Kompetensi (KBK). Bandung: Cipta Cemas Grafika</li> <li>7. Depdiknas. 2005. Pedoman Khusus Pengembangan Silabus . Jakarta: Dir PLP, Dirjen PDM.</li> <li>8. Depdiknas. Sanjana, Wina. 2008. Kurikulum dan Pembelajaran :Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP) . Jakarta: Kencana Prenada Media Group Muslich,</li> <li>9. Masnur. 2008. Kurikulum Tingkat Satuan Pendidikan: Dasar Pemahaman dan Pengembangan . Jakarta: Bumi Aksara.</li> <li>10. Sukmadinata, Nana Syaodih. 1999. Pengembangan Kurikulum: Teori dan Praktik. Bandung: Remaja Rosdakarya.</li> <li>11. Soetopo, Hendayat dan Wasty Sumanto. 1993. Pembinaan dan Pengembangan Kurikulum. Jakarta: Bumi Aksara.</li> <li>12. Tarigan, Henry Guntur. 1986. Telaah Buku Teks Bahasa Indonesia. Bandung; Angkasa.</li> </ol>																																														
	<b>Supporters:</b>																																														
<b>Supporting lecturer</b>	SRI SULISTIANI Latif Nur Hasan, S.Pd., M.Pd.																																														
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																								
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								

1	Mastering the nature of educational and learning planning	Explain the different concepts of educational and learning planning and their applications.	<b>Criteria:</b> 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.	<b>Criteria:</b> 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 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	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 concept of instructional technology as a basis for planning and compiling learning programs.	Explain the differences between the concepts and applications of educational technology and instructional technology in the learning process.	<b>Criteria:</b> 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 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	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50			0%
---	--	---	---	--	--	--	----

4	Mastering the concept of a systems approach in designing learning activities	Applying a systems approach in designing learning activities.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are assessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>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)</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50			0%
---	--	---	---	--	--	--	----

5	Mastering the conceptual characteristics of instructional development models.	Compare and provide an assessment of instructional development models put forward by experts.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>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)</li> <li>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))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50			0%
---	---	---	--	--	--	--	----

6	Mastering the characteristics of the concept of instructional development models developing in Indonesia.	Identifying and reconstructing innovative learning development models.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>3.Assignments are assessed through presentations and reports on the results of group discussions, and individual case study reports. Values are averaged and weighted (3)</li> <li>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))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50			0%
---	---	--	--	--	--	--	----

7	Mastering the characteristics of the concept of instructional development models developing in Indonesia.	Identifying and reconstructing innovative learning development models.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.The assessments carried out on aspects of attitude, knowledge and skills are as follows:</li> <li>2.Participation during lectures through observation (weight 2)</li> <li>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)</li> <li>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))</li> <li>5.Summative tests are carried out simultaneously according to the schedule. The exam is carried out in writing and given weightage (3).</li> <li>6.The final score (NA) is (participation score x2) (assignment score x 3) (UTS score x 2) UAS score (3) divided by 10</li> </ol>	Contextual, Direct/Cooperative Learning, Questions and Answers, Discussions, Exercises, Presentation Assignments 8 X 50			0%
---	---	--	--	--	--	--	----

8	Midterm exam		<b>Criteria:</b> 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 assessed 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	8 X 50			0%
9	Mastering the techniques for preparing and developing competency-based learning activity planning.	Identify and develop a Javanese language and literature learning plan	<b>Criteria:</b> 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%



10	Mastering the techniques for preparing and developing competency-based learning activity planning.	Identify and develop a Javanese language and literature learning plan	<b>Criteria:</b> 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 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.	<b>Criteria:</b> 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.	<b>Criteria:</b> 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.