



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Master's Program in Language and Literature Education**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
IT-Based Language and Literature Learning Innovation	8811102207		T=2 P=0 ECTS=4.48	2	July 17, 2024
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
		Dr. Titik Indarti, M.Pd.	Dr. Titik Indarti	Dr. Titik Indarti, M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which 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-2</b>	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit																
	<b>PLO-3</b>	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																
	<b>PLO-4</b>	Develop yourself continuously and collaborate.																
	<b>PLO-5</b>	Able to realize affective, social, academic and life skills responsibly and professionally through the application of concepts/science, research results/innovations in the field of language and literature education, as well as in the field of language and literature science.																
	<b>PLO-6</b>	Able to compile ideas, thoughts and scientific arguments that are logical, critical, systematic, creative and innovative in the field of language and literature education, as well as the field of language and literature responsibly and based on academic ethics.																
	<b>PLO-7</b>	Able to identify problems in the field of language and literature education, as well as the field of language and literature as research objects and position them on a research map developed through an interdisciplinary or multidisciplinary approach;																
	<b>PLO-10</b>	Mastering the theoretical concepts of language and literature and their applications based on educational philosophy, language philosophy and literary philosophy																
	<b>PLO-11</b>	Mastering theoretical concepts of language and literature skills in an integrative manner																
	<b>PLO-12</b>	Mastering the concept of language and literature education research methodology for the development of language, literature and its learning;																
	<b>Program Objectives (PO)</b>																	
	<b>PO - 1</b>	Students are able to make research and policies about learning																
	<b>PLO-PO Matrix</b>																	
		P.O	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-10	PLO-11	PLO-12						
	PO-1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																	
		P.O	Week															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																	

<b>Short Course Description</b>	This course provides insight, knowledge and skills in developing innovation in language and literature learning which includes the concept of innovation, definition of innovation, history of innovation in language and literature learning, level of innovation in language and literature learning, approach/method level, design (syllabus), procedures (techniques in the classroom), language and literature learning materials and media, adaptation, innovation and innovation creation processes through literature study activities, searching for examples of innovation on the internet and in the field as well as innovation development projects at the desired level.
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<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>Hall, David, &amp; Hewings, Ann. 2001. Innovation in English Language Teaching. A reader . London: Routledge.</li> <li>Hyland, Ken., &amp; Wong, Lilian L. C. 2016. Innovation and Change in English Language Education . London: Routledge.</li> <li>Muliawan, Jasa Ungguh. 2017. 45 Model Pembelajaran Spektakuler . Jogjakarta: AR-Ruzz Media.</li> <li>Sani, Ridwan Abdullah. 2016. Inovasi Pembelajaran . Jakarta: Bumi Aksara.</li> <li>Taniredja, Tukiran dkk. 2015. Model-Model Pembelajaran Inovatif dan Efektif . Bandung: Alfabeta.</li> <li>Waters, Alan. 2014. Managing Innovation in English Language Education: A research agenda. Language Teaching , 47, pp 92-110 doi:10.1017/S02614448130000426.</li> <li>Aims and scope.2017. Jurnal Innovation in Language Learning and Teaching. Laman: <a href="http://www.Tandfonline.com/action/journalInformation?show=aimscope&amp;journalCode=rill20">http://www. Tandfonline.com/action/journalInformation? show=aimscope&amp;journalCode=rill20</a></li> <li>Wena, Made. 2016. Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional . Jakarta: Bumi Aksara.</li> </ol> <p><b>Supporters:</b></p>
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<b>Supporting lecturer</b>	Prof. Dr. Udjang Pairin, M.Pd. Prof. Dr. Suyatno, M.Pd. Dr. Ina Ika Pratita, M.Hum. Dr. Titik Indarti, M.Pd.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation	Help Learning, Learning methods, Student Assignments, [ Estimated time ]	Learning materials [ References ]	Assessment Weight (%)
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		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Identify the concept, scope and examples of the latest innovations in language and literature learning	1.Explains the concept, scope and examples of the latest innovations in language and literature learning 2.Identify the concept of coverage and examples of the latest innovations in language and literature learning	<b>Criteria:</b> 1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			5%
2	Identify the concept, scope and examples of the latest innovations in language and literature learning	1.Explains the concept, scope and examples of the latest innovations in language and literature learning 2.Identify the concept of coverage and examples of the latest innovations in language and literature learning	<b>Criteria:</b> 1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
3	Identify the concept, scope and examples of the latest innovations in language and literature learning	1.Explains the concept, scope and examples of the latest innovations in language and literature learning 2.Identify the concept of coverage and examples of the latest innovations in language and literature learning	<b>Criteria:</b> 1.2: explanation of 2 characteristics is correct 2.1: explanation of 1 characteristic is correct 3.0: no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
4	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1.1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
5	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1.1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
6	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1.1 correct identification 6.0: no correct identification  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Explanations, questions and answers, discussions and assignments 2 X 50			10%
7	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1.1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%

8	UTS	UTS	<b>Criteria:</b> UTS <b>Form of Assessment</b> : Participatory Activities, Project Results Assessment / Product Assessment	UTS 2 X 50			10%
9	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning 2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			10%
10	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning 2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%
11	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning 2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification	Explanations, questions and answers, discussions and assignments 2 X 50			0%

12	Developing language and literature learning innovations at the level of approaches/methods, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	<p>1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning</p> <p>2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms</p>	<p><b>Criteria:</b></p> <p>1.5: 5 correct identification  2.4: 4 correct identification  3.3: 3 correct identification  4.2: 2 correct identification  5.1:1 correct identification  6.0: no correct identification</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50			10%
13	Developing language and literature learning innovations at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	<p>1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning</p> <p>2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms</p>	<p><b>Criteria:</b></p> <p>1.4: 4 things mentioned are true  2.3: The 3 things mentioned are true  3.2: The 2 things mentioned are correct  4.1:1 the thing mentioned is correct  5.0: nothing is true</p>	Explanations, questions and answers, discussions and assignments 2 X 50			10%
14	Developing language and literature learning innovations at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	<p>1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning</p> <p>2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms</p>	<p><b>Criteria:</b></p> <p>1.4: 4 things mentioned are true  2.3: The 3 things mentioned are true  3.2: The 2 things mentioned are correct  4.1:1 the thing mentioned is correct  5.0: nothing is true</p> <p><b>Form of Assessment :</b>  Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50			20%

15	Developing language and literature learning innovations at the level of approach/method, design (syllabus), procedures (classroom techniques), materials and media for language and literature learning	1.Designing innovative characteristics of language and literature learning at the level of approach/method, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning 2.Develop innovative characteristics of language and literature learning at the level of approaches/methods, design (syllabus), procedures (techniques in the classroom), materials and media for language and literature learning into concrete forms	<b>Criteria:</b> 1.4: 4 things mentioned are true 2.3: The 3 things mentioned are true 3.2: The 2 things mentioned are correct 4.1:1 the thing mentioned is correct 5.0: nothing is true  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Explanations, questions and answers, discussions and assignments 2 X 50			5%
16			<b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	offline		<b>Material:</b> Library articles :  <b>Material:</b> articles <b>Bibliography:</b> Waters, Alan. 2014. <i>Managing Innovation in English Language Education: A research agenda. Language Teaching</i> , 47, pp 92-110 doi:10.1017/So2614448130000426.	45%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	25.83%
2.	Project Results Assessment / Product Assessment	55.83%
3.	Practice / Performance	18.33%
		99.99%

#### 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.