



**Universitas Negeri Surabaya
Faculty of Languages and Arts
German Language Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
TEACHING PLANNING	8820702106		T=2 P=0 ECTS=3.18	4	July 16, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
		Dwi Imroatu Julaikah	Dwi Imroatu Julaikah, S.Pd., M.Pd.	

Learning model	Project Based Learning																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	PLO-5 Have faith in God Almighty and uphold human values based on religion, morals and ethics.																																																		
	Program Objectives (PO)																																																		
	PO - 1 Able to apply German around teaching materials to plan a German lesson Able to analyze theoretically and practically the various components in teaching planning Able to analyze German language teaching planning procedures and criteria Able to analyze the curriculum and implementation of teaching planning components Able to implement and produce planning products teaching.																																																		
	PLO-PO Matrix																																																		
	<table border="1" style="margin-left: 20px;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>	P.O	PLO-5	PO-1																																															
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PO-1																																																			
	PO Matrix at the end of each learning stage (Sub-PO)																																																		
	<table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

Short Course Description	This course is project based. This course also provides competence in planning good teaching in a learning process. The knowledge learned includes various strategies, PBM models and how to fully implement this knowledge in a teaching plan
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References	Main :
	<ol style="list-style-type: none"> 1. Harjanto, Drs.1997. Perencanaan Pengajaran, Jakarta: PT Rineka Cipta 2. Sumber terkait 3. Abdul Majid. 2008. Perencanaan Pembelajaran. Bandung. Cetakan kelima. PT Remaja Rosdakarya. \ 4. . Ahmad. (2012). Perencanaan Pembelajaran. Yogyakarta: Pustaka Insan Madani
	Supporters:
	<ol style="list-style-type: none"> 1. Model Silabus dan rencana Pelaksanaan Pembelajaran. Jakarta : Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah Departemen Pendidikan Nasional.

Supporting lecturer	Dwi Imroatu Julaikah, S.Pd., 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 (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Technical introduction to lesson planning lectures A glance at planning a lesson. What and How?	Students are able to understand the technical introduction to learning planning lectures. A glance at planning a lesson. What and How?	Criteria: Scale 1-100 Form of Assessment : Participatory Activities	direct teaching 2 X 50	direct teaching 2x50	Material: Technical introduction to lesson planning lectures. A glance at planning a lesson. What and How? References: Harjanto, Drs. 1997. Teaching Planning, Jakarta: PT Rineka Cipta	10%
2	Able to explain the CURRICULUM Definition of the curriculum and the function of the curriculum	Able to explain CURRICULUM Definition of curriculum Function of curriculum	Criteria: Scale 1-100 Form of Assessment : Participatory Activities	direct teaching 2 X 50	direct teaching 2x50	Material: about BASIC CONCEPTS OF PLANNING, Includes; Definition of Planning Benefits of Planning Objectives of Planning Principles and Characteristics of Planning Library: Abdul Majid. 2008. Learning Planning. Bandung. Fifth printing. PT Teen Rosdakarya. \	10%
3	Able to explain the CURRICULUM including the curriculum components of the German language curriculum in Indonesia	Able to understand the CURRICULUM including the curriculum components of the German language curriculum in Indonesia	Criteria: scale 1-100 Form of Assessment : Participatory Activities	discussion and group work 2 X 50	discussion and group work 2x50	Material: About the CURRICULUM including curriculum components German language curriculum in Indonesia Reference: Harjanto, Drs.1997. Teaching Planning, Jakarta: PT Rineka Cipta	10%

4	PLANNING COMPONENTS include learning objectives Learning Materials Learning Methods	able to understand planning components, including learning objectives Learning Materials Learning Methods	Criteria: scale 1-100 Form of Assessment : Participatory Activities	discussion and group work 2 X 50	discussion and group work 2x50	Material: About planning components, including learning objectives Learning Materials Learning Methods Library: Material: About planning components, including learning objectives Learning Materials Learning Methods Library: Harjanto, Drs.1997. Teaching Planning, Jakarta: PT Rineka Cipta	10%
5	Planning component, including Learning Methods Learning Media Learning Resources in Learning Learning Assessment	Students are able to understand the material with sub-themes material aspects b. aspects of material selection criteria	Criteria: scale 1-100 Form of Assessment : Project Results Assessment / Product Assessment	direct teaching, discussion and group work 2 X 50	direct teaching, discussion and group work 2x50	Material: about planning components, including Learning Methods Learning Media Learning Resources in Learning Learning Assessment Literature: Material: about planning components, including Learning Methods Learning Media Learning Resources in Learning Learning Assessment Library: Harjanto, Drs.1997. Teaching Planning, Jakarta: PT Rineka Cipta	5%
6	Understanding about learning media Learning resources in learning	understand about learning media and learning resources in PBM	Criteria: scale 1-100 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	discussion and group work 2 X 50	discussion and group work 2x50	Material: About learning media and learning resources in PBM Library: Abdul Majid. 2008. Learning Planning. Bandung. Fifth printing. PT Teen Rosdakarya. 1	5%
7	Students have competency regarding assessment in PBM	Students have competence and understanding of assessment in PBM	Criteria: scale 1-100 Form of Assessment : Practical Assessment	discussion and direct teaching 2 X 50	discussion and direct teaching 2x50	Material: About assessment in PBM Library: . Ahmad. (2012). Learning Planning. Yogyakarta: Insan Madani Library	5%
8	UTS	student understanding of material starting from TTM 1-7	Criteria: scale 1-100 Form of Assessment : Test	quiz 2 X 50	quiz 2x50	Material: test Library:	20%
9	Student understanding of approaches/strategies/techniques and learning models	understand the approaches/strategies/techniques and learning models	Criteria: Students have competence regarding approaches/strategies/techniques and learning models Form of Assessment : Participatory Activities	discussion 2x50	discussion 2x50	Material: about approaches/strategies/techniques and learning models Library: Abdul Majid. 2008. Learning Planning. Bandung. Fifth printing. PT Teen Rosdakarya. 1	5%
10	able to prepare planning teaching materials (German)	Project based Learning 1- planning and preparing teaching materials	Criteria: able to make: Project based Learning 1- make plans and prepare teaching materials Form of Assessment : Practical Assessment	project based 2x50	project based 2x50	Material: able to prepare planning teaching materials (German language) Literature: Material: able to prepare planning teaching materials (German language) Literature: . Ahmad. (2012). Learning Planning. Yogyakarta: Insan Madani Library	5%
11	able to organize Project based Learning 2- create schedules and material grids for structured teaching materials	able to prepare Project based Learning 2- create schedules and material grids for structured teaching materials	Criteria: score 1-100 Form of Assessment : Practical Assessment	Project based Learning and 2x50 discussions	Project based Learning 2x50	Material: about Project based Learning 2- making schedules and material grids for teaching material products prepared. Library: Syllabus Model and Learning Implementation Plan. Jakarta: Directorate General of Primary and Secondary Education Management, Department of National Education.	5%
12	able to prepare Project based Learning 3- Drafting	able to prepare Project based Learning 3- Drafting	Criteria: compiling Project based Learning 3- Preparing the draft Form of Assessment : Project Results Assessment / Product Assessment	discussion	discussion	Material: about Project based Learning 3- Preparation of library draft: Material: about Project based Learning 3- Preparation of draft Library: Harjanto, Drs.1997. Teaching Planning, Jakarta: PT Rineka Cipta	5%
13	about Project based Learning 4- Finalization of teaching planning products	able to realize Project based Learning 4- Finalize teaching planning products	Criteria: Finalize teaching planning products Form of Assessment : Project Results Assessment / Product Assessment	Project based and discussion of 2x50 work performances	Project based and discussion of 2x50 work performances	Material: about Project based Learning 4- Finalization of teaching planning products References: . Ahmad. (2012). Learning Planning. Yogyakarta: Insan Madani Library	5%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	47.5%
2.	Project Results Assessment / Product Assessment	17.5%
3.	Practical Assessment	15%
4.	Test	20%
		100%

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.