



Universitas Negeri Surabaya
Faculty of Languages and Arts
Undergraduate Study Program in Indonesian Language and
Literature Education

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																
Bsi Learning Evaluation	8820104038		T=4 P=0 ECTS=6.36	0	July 18, 2024																																
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																
		Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																
Learning model	Case Studies																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
Short Course Description	Able to develop knowledge about various theories, methods, strategies and language learning competencies by utilizing second language learning methods and their implications in Indonesian language learning through e-learning, online discussions, online modeling, online quizzes and field practicums to produce mini research related to Language Learning Theory to be presented online, recorded and published in scientific forums.																																				
	<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
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References	Main :																																				
	<ol style="list-style-type: none"> 1. Arends, Richard I. 2001. Learning to Teach. Fifth Edition. New York: McGraw-Hill. 2. Borich, Gary D. 1996. Effective Teaching Methodes. Englewood Cliffs, New Yessey: Prentice-Hall Inc. 3. Budiningsih, C.A.2005. Belajar dan Pembelajaran . Jakarta: Rineka Cipta. 4. Baradja, M.F. 1990. Kapita Selekta Pembelajaran Bahasa . Malang: IKIP Malang. 5. Brown, H. Douglas. 1981. Principles and Language Learning and Teaching . New Jersey: Prentice-Hall, Inc. 5. Dahar, R.W.1989. Teori-Teori Belajar . Jakarta: Erlangga. 																																				
	Supporters:																																				
Supporting lecturer	ISMU WINARNI Dr. Suhartono, M.Pd. Dr. Fafi Inayatillah, 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	Knowing the Language Learning Process	Explains the concept of the Language Learning Process and its application	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Discussion Presentation 4 X 50			0%
2	Knowing the Language Learning Process	Explains the concept of the Language Learning Process and its application	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Discussion Presentation 4 X 50			0%
3	Identifying textbooks: their influence on readers, the world of education, and the condition of books in Indonesia	Identify textbooks and their influence on readers. Explain books and the world of education in Indonesia. Describe the condition of books in Indonesia.	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Group discussion in class Brainstorming opinions and ideas classically 4 X 50			0%
4	Identifying textbooks: their influence on readers, the world of education, and the condition of books in Indonesia	Identify textbooks and their influence on readers. Explain books and the world of education in Indonesia. Describe the condition of books in Indonesia.	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Group discussion in class Brainstorming opinions and ideas classically 4 X 50			0%

5	Identify- about textbooks; nature and function, characteristics, and figure of textbooks	Explain the nature and function of textbooks. Explain the characteristics of textbooks. Describe the nature of textbooks for students	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Group discussion in class Brainstorming opinions and ideas classically 4 X 50			0%
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9	Explain the relationship between textbooks and learning components: with the curriculum, with learning objectives, with students, with teachers, with media, and with learning strategies in the classroom	Explaining the relationship between textbooks and learning components Explaining the relationship between textbooks and the curriculum Explaining the relationship between textbooks and learning objectives Explaining the relationship between textbooks and students Explaining the relationship between textbooks and teachers Explaining the relationship between textbooks and media Explaining the relationship between textbooks and learning strategies in the classroom	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Group discussion in class Brainstorming opinions and ideas classically 4 X 50		0%
10	Explain the relationship between textbooks and learning components: with the curriculum, with learning objectives, with students, with teachers, with media, and with learning strategies in the classroom	Explaining the relationship between textbooks and learning components Explaining the relationship between textbooks and the curriculum Explaining the relationship between textbooks and learning objectives Explaining the relationship between textbooks and students Explaining the relationship between textbooks and teachers Explaining the relationship between textbooks and media Explaining the relationship between textbooks and learning strategies in the classroom	Criteria: 1. Answering sequentially, completely and correctly, the score is 5 2. Answering sequentially, completely and inaccurately, the score is 3 3. Answers that are not in order, incomplete and inaccurate, the score is 2 4. If you answered incorrectly, the score is 1	Group discussion in class Brainstorming opinions and ideas classically 4 X 50		0%
11						0%
12						0%
13						0%
14						0%
15						0%
16						0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
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Notes

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.