



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																																												
Instructional Design	8820103192		T=3	P=0	ECTS=4.77	5	July 18, 2024																																												
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																													
			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.																																													
Learning model	Project Based Learning																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																		
	Program Objectives (PO)																																																		
	PLO-PO Matrix																																																		
		P.O																																																	
	PO Matrix at the end of each learning stage (Sub-PO)																																																		
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td colspan="16" style="text-align: center; border-bottom: 1px solid black;">Week</td> </tr> <tr> <td style="border-right: 1px solid black; text-align: center;">P.O</td> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>																	Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Discussion of the functional relationship between the substance of Indonesian language knowledge and learning, selection of Indonesian language material in accordance with the curriculum and time allocation, contextual Indonesian language instructional design, basic principles of Indonesian language learning that educate various models of learning scenarios that take into account the characteristics of students, analysis difficulties in learning Indonesian faced by students, assessment instruments for the process and outcomes of Indonesian language learning which refer to the teaching and learning process and the competencies that will be achieved are then concretely implied into the syllabus preparation exercise and learning implementation plans. The assessment is carried out through the presentation of concepts, presentation of examples of learning plans in the form of learning tools, workshops on developing learning tools by students oriented towards each learning model and strategy. The study activity ends with an exercise in implementing a particular learning model by each student in a peer teaching forum followed by discussion and reflection activities																																																		
References	Main :																																																		
	<ol style="list-style-type: none"> 1. Anderson. 2001. A Taxonomy for Learning Teaching: a Assessing a Revision of Bloom's Taxonomy Education Objective . New York: Longman 2. Arends, R.I. 2007. Learning to Teach . New York: McGraw Hill Companies. 3. Arsyad, Azhar. 2007. Media Pembelajaran . Jakarta: Grafindo Persada 4. Ghazali, Syukur. 2010. Pembelajaran Keterampilan Berbahasa dengan Pendekatan Komunikatif Interaktif . Bandung: Refika Aditama. 5. Hamalik, Oemar. 2004. Perencanaan Pengajaran Berdasarkan Pendekatan Sistem . Jakarta: Bumi Angsara 6. Iskandarwassid dan Dadang Sunendar. 2008. Strategi Pembelajaran Bahasa . Bandung: Rosdakarya 7. Kementerian Pendidikan dan Kebudayaan. 2016. 1CBahasa Indonesia Kelas VI I . Buku Guru Edisi Revisi 2016 8. Lang dan Evans. 2006. Models, Strategies, and Methods for Effective Teaching . Boston: Pearson. 9. Mulyasa, E. 2002. Kurikulum Berbasis Kompetensi Konsep, Karakteristik dan Implementasi . Jakarta: Grasindo 																																																		
	Supporters:																																																		
Supporting lecturer	Dr. Heny Subandiyah, M.Hum. Dr. Syamsul Sodik, 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	Able to explain the meaning, objectives and functions of instructional design through logical, critical, creative and innovative thinking in the context of Indonesian language learning	Explain the meaning, objectives and functions of instructional design in Indonesian language learning; able to ask questions and answer questions in discussions, and make reports on the results of discussions	Criteria: suitability of answers, accuracy of answers, and high level of understanding	brainstorming, discussion, and assignment 3 X 50			0%
2	Able to analyze the importance of instructional design in learning and instructional design as a system through logical, critical, creative and innovative thinking	Explain the importance of instructional design and systems approaches in learning, be able to ask questions and answers in discussions, make reports on the results of discussions	Criteria: suitability and accuracy of answers, as well as the level of student understanding	Brainstorming, discussion, assignment 3 X 50			0%
3	Able to analyze the importance of instructional design in the form of a curriculum through logical, critical, creative and innovative thinking in the context of designing Indonesian language learning plans	Explain the basic concepts of the curriculum in learning, be able to ask questions and answers in discussions, and make reports on the results of discussions	Criteria: suitability and accuracy of answers, high level of understanding	Curriculum in Learning 1. Understanding curriculum 2. Benefits of Curriculum 3. Curriculum components Curriculum developer 3 X 50			0%
4	Able to analyze instructional design in the form of syllabus and lesson plans by applying logical, critical, creative and innovative thinking in the context of designing Indonesian language learning	Explain the meaning, objectives, functions, components, syllabus and RPP, be able to ask questions and answers in the discussion, and make a report on the results of the discussion	Criteria: accuracy, suitability, understanding	discussion and assignment 3 X 50			0%
5	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning plans	Explain the components, principles and stages of developing syllabus and lesson plans in learning, be able to ask questions and answers in discussions, make reports on the results of discussions	Criteria: suitability, accuracy and high level of understanding	contextual 3 X 50			0%

6	Able to analyze the Indonesian language curriculum by applying logical, critical, creative and innovative thinking in the context of designing Indonesian language learning.	Explain the purpose and benefits of analyzing the curriculum in learning, be able to ask questions and answers in discussions, make reports on discussion results.	Criteria: Suitability, accuracy, and understanding of the material	Discussion and assignment 3 X 50			0%
7	Able to apply logical, critical, creative and innovative thinking in the context of designing and analyzing the curriculum in Indonesian language learning	Explain the scope of curriculum analysis, output of curriculum analysis in learning, be able to ask questions and answers in discussions, make reports on discussion results	Criteria: Accuracy, appropriateness, and understanding	Contextual 3 X 50			0%
8	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning plans	Explain questions about the material contained in the 1st to 7th meetings in the lesson	Criteria: Appropriateness, accuracy, and understanding	Paper and pencil test 3 X 50			0%
9	Able to apply logical, critical, creative and innovative thinking to analyze the curriculum in order to design Indonesian language learning	Reporting the results of the analysis of the Indonesian language curriculum at junior high school level, being able to ask questions and answers in discussions, making reports on the results of discussions	Criteria: Appropriateness, accuracy, and understanding	Discussions, assignments and reports 3 X 50			0%
10	Able to apply logical, critical, creative and innovative thinking to analyze the Indonesian language curriculum at high school level in order	Prepare reports on the results of analysis of the Indonesian language curriculum at high school level, be able to ask questions and answers in discussions, make reports on the results of discussions	Criteria: Appropriateness, accuracy, and understanding	Discussion, assignment, reporting 3 X 50			0%

11	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning in the form of a syllabus	Designing the Indonesian language syllabus for Class VII Middle School, being able to ask questions and answers in discussions, and making reports on the results of discussions	Criteria: Suitability, accuracy, and understanding of the material	Discussion and assignment 3 X 50			0%
12	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning in the form of lesson plans	Prepare Indonesian language lesson plans for Middle School Class VII, be able to ask questions and answers in discussions, and make reports on discussion results	Criteria: Appropriateness, accuracy, and understanding	Discussion and assignment 3 X 50			0%
13	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning in the form of lesson plans	Prepare Indonesian language lesson plans for Class VII Middle School, be able to ask questions and answers in discussions, and make reports on the results of discussions	Criteria: Appropriateness, accuracy, and understanding	Discussion and assignment 3 X 50			0%
14	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning in the form of lesson plans	Prepare Indonesian language lesson plans for Class X High School, be able to ask questions and answers in discussions, and make reports on discussion results	Criteria: Appropriateness, accuracy, and understanding	Discussion and assignment 3 X 50			0%
15	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning in the form of lesson plans	Prepare Indonesian language lesson plans for SMA Class X, be able to ask questions and answers in discussions, and make reports on discussion results	Criteria: Appropriateness, accuracy, and understanding	Discussion and assignment 3 X 50			0%
16	Able to apply logical, critical, creative and innovative thinking in the context of designing Indonesian language learning plans	Explain the material contained in meetings 9-15 in learning	Criteria: Appropriateness, accuracy, and understanding	Paper and pencil test 3 X 50			0%

Evaluation Percentage Recap: Project Based Learning

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.