



CURRICULUM DOCUMENT OF
**JAPANESE LANGUAGE
EDUCATION STUDY PROGRAMME
(BACHELOR DEGREE)**

FACULTY OF LANGUAGE AND ARTS

CURRICULUM DOCUMENT
OF
JAPANESE LANGUAGE EDUCATION STUDY PROGRAMME
BACHELOR DEGREE



FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS PENDIDIKAN GANESHA
2021

1. IDENTITY OF THE STUDY PROGRAMME

1	Name of the Study programme, Level	Japanese Language of Education, Bachelor degree
2	Address	Jl. Ahmad Yani No. 67
3	Regency/City	Bali/Singaraja
4	Postal code	81116
5	Phone number	0362 - 21541
6	Fax Number	0362 - 27561
7	Email address	pend.bahasajepang@undiksha.ac.id
8	Website address	https://pbj.undiksha.ac.id/
9	Degree given	Bachelor of Japanese Language of Education (S.Pd)
10	Year and Decree of Establishment	2010 Indonesian National Education Minister's Decree No. 183/D/O/2010
11	Year and Decree of Accreditation	2020 (Perpanjangan A) National Accreditation Board's Decree No.: 3434/SK/BAN-PT/Ak-PPJ/S/VI/2020

2. LEADERSHIP OF THE STUDY PROGRAMME

1	Name	I Wayan Sadyana, S.S., M.Si.
2	Position	Head of the Study programme
3	Decree of Assignment	Rector's Decree Number 2831/UN48/KP/2019
4	Assignment start date	November 02, 2019
5	Assignment complete date	November 30, 2023

A. RATIONALE

The curriculum of the Japanese Language Education Study programme is developed with an approach to internal and external factors. Internal factors are the study programme's vision, mission, and objectives. At the same time, external factors are regulations developed by the Ministry of Education and Culture of the Republic of Indonesia in Ministerial Regulation number 8 of 2012 concerning the KKNI or *Kerangka Kualifikasi Nasional Indonesia* (Indonesian National Qualifications Framework), Undiksha Curriculum Development Framework as a result of discussions with alumni and graduate users.

These two factors are the basis for developing the profile of graduates who are expected to have high competitive competence in accordance with the demands and challenges of the times. Furthermore, from the graduate profile, various graduate competencies are developed regarding aspects of attitudes, knowledge, general skills, and special skills that must be possessed by graduates of the Japanese Language Education Study programme. In addition, a curriculum structure is designed that contains various studies that follow the community's needs.

The Japanese language education curriculum is also developed based on the principle of flexibility and fully accommodates the concept of MBKM or *Merdeka Belajar Kampus Merdeka* (Freedom to Learn-Independent Campus) as designed by the government of the Republic of Indonesia starting in 2020. This curriculum provides opportunities for students to learn off-campus by participating in various independent learning activities. The process of learning independence is characterized by students' independence in determining the number of learning processes to increase competence, which will be helpful in the competitive world of work. For example, students are allowed to do internship programs, student exchanges, teaching assistance, and take courses outside the study programme with the recognition of some credits.

Through such a development process, the Japanese Language Education curriculum has the following characteristics:

1. The curriculum combines theory and practice in a balanced way. In each course, there is an assignment which is the development of theoretical application concepts from the various study materials contained therein.
2. The curriculum inserts soft skills forged from various learning processes carried out in each course
3. The curriculum contains elective courses that students can take according to their interests.
4. The curriculum provides opportunities for students to carry out a measurable off-campus learning process.

5. The curriculum contains elements of global needs related to the ability to communicate, collaborate, think critically, creatively, and mastery in technology.

B. STUDY PROGRAMME PROFILE DESCRIPTION

The Japanese Language Education Study programme was established in 2010. Based on the decision of the Minister of National Education number 183/D/O/2010. This study programme was accredited B in 2020, based on the decision to extend the accreditation of the National Accreditation Board for Higher Education number 3434/SK/BAN-PT/Ak-PPJ/S/VI/2020, which is valid until January 06, 2025. The Japanese Language Education Study programme organizes undergraduate programs education in the field of Japanese Language. Thus, the profile of this study programme is to produce candidates for education in the field of Japanese language who have competent competencies in the field of Japanese language education, master educational and linguistic concepts, and can apply their skills in the world of work and the wider community.

In order to support the development of study programmes, the Japanese Language Education Study programme establishes cooperation with various parties both within the country and abroad. From within the country, Cooperation is carried out with various associations of similar study programmes, school institutions, the tourism industry, which have an orientation in Japanese. Meanwhile, from abroad, the Japanese Language Education study programme receives support from the Japan Foundation, establishing cooperation with various universities, hotels, and restaurants, and volunteers from Japan. For this effort, the PBJ or *Pendidikan Bahasa Jepang* (Japanese Language of Education) study programme has conducted research collaborations with researchers from Japan, conducted an internship program by providing internship opportunities in Japan to students, and collaborated in the field with various universities and communities from within and outside the country, mainly from Japan.

C. VISION AND MISSION

1. Vision

“Based on the philosophy *Tri Hita Karana* (Tri Causes to Prosperity) in the field of Japanese Language Education in Asia in 2045.”

2. Mission

- (1) Organizing education and teaching that creates competitive, collaborative, and innovative human resources in Japanese Language Education.
- (2) Organizing competitive, collaborative, and innovative research for the development and application of science and technology in the field of Japanese language education
- (3) Organizing collaborative and innovative community service in the field of Japanese Language Education

D. OBJECTIVES

The Japanese Language Education Study programme aims to produce graduates who have personality, integrity, responsibility and show innovative and collaborative abilities in Japanese Language Education (designing, implementing, and evaluating) using theories, approaches, and language learning methods.

E. PROFILE OF GRADUATE

1. PROFILE OF GRADUATE

Profile of Graduate	Description
1. Prospective Japanese Language Educators	Prospective Japanese language educators (teachers, instructors, tutors, mentors, trainers) have integrity, are responsible, have innovative abilities, and are able to collaborate in designing, implementing, and evaluating learning in the field of Japanese Language Education.

F. PROGRAMME LEARNING OUTCOME

1. ATTITUDE	
PLO 1	Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation, and state based on academic norms and ethics based on THK or Tri Hita Karana (Three Causes of Prosperity) wisdom).
2. KNOWLEDGE	
PLO2	Mastering theoretical concepts of pedagogy
PLO3	Mastering theoretical concepts of Japanese Language
PLO4	Mastering theoretical concepts of learning the Japanese Language
PLO5	Mastering theoretical concepts of culture and Japanese society
3. GENERAL SKILLS	
PLO6	Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners.

PLO7	Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology and apply humanities values in the field of Japanese language education.
4. SPECIAL SKILLS (planning, implementation, evaluation)	
PLO8	Applying Japanese language skills, both oral and written
PLO9	Designing innovative Japanese language learning based on approaches and methods of learning Japanese at the basic to intermediate level.
PLO10	Implementing Japanese language learning according to basic to intermediate Japanese learning needs.
PLO11	Evaluate Japanese language learning in accordance with evaluation approaches and techniques.

G. LEARNING PROCESS

The learning process in the Japanese Language Education study programme curriculum is based on government regulation number: 3 of 2020 concerning National Education Standards. The regulation states that the characteristics of the learning process are interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. It is explained as follows:

1. Interactive means that program learning outcomes are achieved by prioritizing a two-way interaction process between students and lecturers.

2. Holistic is used to state that the learning process encourages the formation of a comprehensive and broad mindset by internalizing local and national excellence and wisdom.
3. Integrative states that the program learning outcomes are achieved through an integrated learning process to meet the overall learning outcomes of graduates in a single program through an interdisciplinary and multidisciplinary approach.
4. Scientific means that the program learning outcomes are achieved through a learning process that prioritizes a scientific approach to create an academic environment based on a system of values, norms, and scientific principles and upholds religious and national values.
5. Contextual means that the program learning outcomes are achieved through a learning process that is adapted to the demands of the ability to solve problems in the realm of their expertise.
6. Thematic means that the program learning outcomes are achieved through a learning process adapted to the study program's scientific characteristics and linked to real problems through a transdisciplinary approach.
7. Effective states that the program learning outcomes of graduates are achieved effectively by emphasizing the internalization of the material properly and correctly in an optimum period of time.
8. Collaborative states that the program learning outcomes are achieved through a shared learning process involving interaction between individual learners to produce the capitalization of attitudes, knowledge, and skills.
9. Student-centered states that program learning outcomes are achieved through a learning process that prioritizes the development of creativity, capacity, personality, and student needs and develops independence in seeking and finding knowledge.

Furthermore, the learning process in each course can use specific models and approaches according to the characteristics of the course. In its implementation, each lecture must be able to insert the concepts of critical, collaborative, creative, and communicative thinking in accordance with the 21st-century learning approach. This process goes hand in hand through

the application of case-based, problem-based, and project-based learning methods. The primary basis for implementing the learning process carried out by lecturers is the module and Semester Lesson Plans. Modules and semester lesson plans are produced based on studies from study groups in the Japanese Language Education study programme. This study group will also continuously update the courses' content, load, depth, and breadth as needed.

Evaluation of the learning process by the leadership under the coordination of Vice Dean 1, is carried out twice a semester, namely in the middle of the semester and at the end of the semester. Mid-semester evaluation is carried out to find out the progress of the learning process up to the sixth week of lectures and end-semester evaluation to find out the lecture process carried out by lecturers during this semester. The evaluation is carried out through an online questionnaire distributed to students. The questionnaire results will be analyzed for further reporting to the faculty. This report will be the basis for the faculty leadership to find out, remind and or impose sanctions on the implementation of lectures that are deemed not in accordance with the rules set by the Institute.

The lecture process also requires the active participation of students regarding the percentage of attendance in lectures. In accordance with UNDIKSHA academic guidelines, students can take the final semester exam if their attendance in lectures is not less than 75%. Students who cannot attend lectures are expected to notify the lecturer. The active participation of students is also an essential basis for the final assessment of the semester. In the UNDIKSHA assessment weight rules, student activity becomes an important point that occupies almost 20% of the weight. The activeness of these students can be seen in their roles during individual and group processes. Individual processes can be seen from some things, such as obedience in carrying out tasks, the ability to elaborate on the concepts given by the lecturer. Meanwhile, the group process can be seen from group discussions, presentations, and the ability to cooperate in carrying out projects.

H. ASSESSMENT

Assessment of student learning processes and outcomes applied in study programmes is based on assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, assessment implementation, and assessment reporting. The assessment principles include educative, authentic, objective, accountable, and transparent principles, while the assessment technique is based on the characteristics of the courses taught by each lecturer. The assessment is carried out by

observing each meeting, periodic assessments, and holistic assessments based on student portfolios. Assessment reports are carried out in the UNDIKSHA assessment system.

The assessment process carried out in the Japanese Language Education study programme follows the guidelines developed by the university. In the guideline, it is stated that the student assessment process is carried out with a process and product-based assessment. Process-based assessment consists of some components such as attendance, activity in class, and assignments. Meanwhile, product-based assessment is carried out based on the scores of the mid-semester and end-semester examinations. Process-based assessment weights 60%, while product-based assessment weights 40%. The assessment process mentioned above will then be converted into an intermediate scale table as follows.

Table 1. Guidelines for converting the score

Percentile Score	Value Scale	Letter Grade
85-100	4.00	A
81-84	3.75	A-
77-80	3.25	B+
73-76	3.00	B
69-72	2.75	B-
65-68	2.50	C+
61-64	2.00	C
40 -60	1.00	D
0-39	0	E

In addition to evaluating the learning process, the Japanese Language Education study programme also evaluates the learning outcomes that have been determined. This evaluation process is carried out using a method determined by the institution or study programme and carried out at certain times. The process of assessing learning achievement in study programmes is carried out as follows:

Table 2. Types of Evaluation and Time of Evaluation of Learning

Outcomes	Kinds of Assessment	Time
PEOs	<ul style="list-style-type: none"> • User satisfaction survey • Alumni survey 	Several years after graduation from
PLO	<ul style="list-style-type: none"> • Lecturer evaluation report • Study programme/department performance report • Student survey 	Upon graduation
Cos	<ul style="list-style-type: none"> • Process-based assessment (attendance activity, and assignments) • Product-based assessment (Mid-Semester Examination and Final Semester Examination) 	<p>During the lecture completion process</p> <p>8th meeting and 16th meeting</p>

I. CURRICULUM STRUCTURE

The Japanese Language Education Study programme curriculum is developed based on the KKNI or Kerangka Kualifikasi Nasional Indonesia (Indonesian National Qualifications Framework) level 6. The curriculum is designed by utilizing the results of study tracers, alumni satisfaction, and a number of stakeholders related to the implementation of Japanese language education, such as MGMP or *Musyawaharah Guru Mata Pelajaran* (English Teacher Working Group) and similar study programme forums. In this way, the curriculum has provided flexibility in its implementation by adopting the principles of independent learning as outlined in ministry regulations. The image of the flexibility of the study programme curriculum has been shown starting in the fifth semester by providing opportunities for students to study outside the study programme to increase competence according to their wishes.

The curriculum of the Japanese Language Education Study programme consists of four groups of subjects, namely:

NO	Groups of Courses	Amount of credits hours offered	Amount of credits Student obligations
1	MKWU or <i>Mata Kuliah Wajib Umum</i> (General Compulsory Course)	20	10
2	MKKK or <i>Mata Kuliah Inti Keilmuan Kependidikan</i> (Educational Science Courses)	14	14
3	MKKBS or <i>Mata Kuliah Inti Keilmuan Bidang Study</i> (Scientific Field of Study Courses)	93	93
4	MKIP or <i>Mata Kuliah Iptek Pendukung</i> (Supporting Science and Technology Courses)	14	14
5	MKPP/MKPI or <i>Mata Kuliah Penciri Program or Institusi</i> (Study Programme Specific Courses)	38	16
	Total	179	147

Regarding the nature of the taking, the courses are divided into Compulsory Courses and Elective Courses. Compulsory courses are study programmes courses related to the formation of Japanese language competence, education, teaching, and personality development courses. Meanwhile, elective courses are developed from a framework of thinking to provide

insight and other competencies in using the Japanese language in various sectors of life and teaching Japanese at various levels of secondary education. Elective courses also present courses related to the teaching and use of Japanese in the world of tourism and the formation of competence to become a translator at the intermediate level of Japanese. This course is presented as an answer to the results of tracer studies of alumni regarding the need for Japanese in the world of tourism and the development of job training educational institutions related to the Japanese language. The THK or *Tri Hita Karana* (Three Causes to Prosperity) course is a unique course characterized as an UNDIKSHA institution that distinguishes it from other institutions. The learning experience process in the Japanese Language Education study program can be shown as follows

Course Learning Outcome	Code of CLO	Learning experiences
<ul style="list-style-type: none"> Demonstrating religious attitude in the life of the nation and state and be able to live together with the bigger community 	CLO1	Lecturing Discussion Presentation
<ul style="list-style-type: none"> Applying the values of <i>Tri Hita Karana</i> in daily life 	CLO2	Lecturing Discussion Presentation
<ul style="list-style-type: none"> Mastering theoretical concepts in the field of education Mastering learning methods and able to apply it professionally Utilizing information technology in learning Able to design, implement and evaluate Japanese language learning 	CLO3	Lecturing Discussion Presentation individual project group project
<ul style="list-style-type: none"> Mastering the theoretical concepts of Japanese linguistics Applying spoken and written language skills Mastering the theoretical concepts of Japanese culture 	CLO4	Lecturing Discussion Presentation individual project group project

Mapping the Contribution of Courses in achieving Learning Outcomes

The following is the contribution of the courses in learning achievement determined by the Japanese Language Education Study Programme.

NO	Course	Code	Credit Hours	S M T	Programme Learning Outcome										
					PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
					1	2	3	4	5	6	7	8	9	10	11
I	Compulsory Courses														
1	Confucian *	JPGS120101	2	1	√					√					
2	Hinduism *	JPGS120102	2	1	√					√					
3	Islam *	JPGS120103	2	1	√					√					
4	Catholic Christian *	JPGS120104	2	1	√					√					
5	Protestant Christianity *	JPGS120105	2	1	√					√					
6	Buddhism *	JPGS120106	2	1	√					√					
7	Pancasila	JPGS120107	2	1	√					√					
8	Civic Education	JPGS120201	2	2	√					√					
9	Bahasa Indonesia	JPGS120202	2	1	√					√					
10	English	JPGS120108	2	1	√					√					
			20												
II	Core Study Courses														
	A. Educational Science Courses														
11	Educational Insight	JPGS120110	2	1	√	√									
12	Learners Development	JPGS120109	2	1	√	√									
13	Instructional Learning	JPGS1220	2	2	√	√									
14	Curriculum Study	JPGS1220	2	2	√	√									
15	Instructional Strategy	JPGS1220	2	3	√	√						√	√	√	
16	Instructional Assessment and Evaluation	JPGS1220	2	3	√	√						√			√
17	Microteaching	JPGS1220	2	4	√	√		√		√		√	√	√	

	Total		14												
	B. Scientific Field of Study Courses														
18	<i>Bunpo Shokyu</i> (Basic Grammar)	JPGS120111	4	1	√		√			√		√			
19	<i>Hyoki</i> (Introduction to Writing Japanese Characters)	JPGS120112	2	1	√		√			√		√			
20	<i>Kaiwa Shokyu</i> (Basic Conversation)	JPGS120113	2	1	√		√			√		√			
21	<i>Chokai Shokyu</i> (Basic Listening)	JPGS120114	2	1	√		√			√		√			
22	<i>Bunpo Shochukyu</i> (Basic-Intermediate Grammar)	JPGS120206	3	2	√		√			√		√			
23	<i>Chokai Shochukyu</i> (Basic-Intermediate Listening)	JPGS120207	2	2	√		√			√		√			
24	<i>Kaiwa Shochukyu</i> (Basic-Intermediate Conversation)	JPGS120208	2	2	√		√			√		√			
25	<i>Dokkai Shokyu</i> (Basic Reading)	JPGS120209	2	2	√		√			√		√			
26	<i>Kanji</i> (Writing Kanji)	JPGS120210	2	2	√		√			√		√			
27	<i>Sakubun Shokyu</i> (Basic Composing)	JPGS120211	3	2	√		√			√		√			
28	<i>Bunpo Chukyu</i> (Intermediate Grammar)	JPGS120303	3	3	√		√			√		√			
29	<i>Chokai Chukyu</i> (Intermediate Listening)	JPGS120304	2	1	√		√			√		√			
30	<i>Kaiwa Chukyu</i> (Intermediate Conversation)	JPGS120305	2	3	√		√			√		√			
31	<i>Dokkai Chukyu</i> (Intermediate Reading)	JPGS120306	2	3	√		√			√		√			

32	Goi (Vocabulary)	JPGS120307	2	3	√		√			√		√			
33	Sakubun Chukyu (Intermediate Composing)	JPGS120308	2	3	√		√			√		√			
34	Nihon Gengokaku (Japanese linguistic)	JPGS120309	2	3	√		√			√		√			
35	Research Method	JPGS120401	3	4	√		√			√		√			
36	Bunpo Jokyū (Advance Grammar)	JPGS120403	3	4	√		√			√		√			
37	Chokai Jokyū (Advance Listening)	JPGS120404	2	4	√		√			√		√			
38	Kaiwa Jokyū (Advance Conversation)	JPGS120405	3	4	√		√			√		√			
39	Sakubun Jokyū (Advance Composing)	JPGS120406	3	4	√		√			√		√			
40	Dokkai Jokyū (Advance Reading)	JPGS120407	2	4	√		√			√		√			
41	Honyaku Nyumon (Introduction to Translation)	JPGS120408	2	4	√		√			√		√			
42	Nihon Bungaku (Japanese Literature)	JPGS120409	2	4	√				√			√			
43	History of Japan#	JPGS120410	2	4	√				√			√			
44	Thesis (offered in semesters 7 and 8)	JPGS120709	6	8	√	√	√	√	√			√			
45	Indonesia-Japan Cross-cultural Understanding#	JPGS120501	3	5	√			√				√			
46	Japanese Society and Culture#	JPGS120502	3	5	√			√				√			
47	Akademikku Nihongo (Academic Writing in Japanese)	JPGS120503	2	5	√		√			√		√			
48	Nihongengogaku Enshu (Japanese Linguistic Seminar)	JPGS120505	2	5	√		√			√		√			

49	<i>Rombun Rebyu</i> (Journal Review)	JPGS120504	2	5	√		√			√		√			
50	PLP (Teaching Practicum) 1	JPGS120601	2	6	√		√			√		√			
51	PLP (Teaching Practicum) 2	JPGS120602	8	6	√	√	√	√	√	√		√	√	√	√
52	KKN (Community Service)	JPGS120603	4	6	√				√						
			93												
C	and Technology Courses														
53	Statistics	JPGS120310	2	3	√						√				
54	Entrepreneurship	JPGS120311	3	3	√					√					
55	Cross-study courses 1	JPGS120506	3	5	√					√					
56	Cross-study courses 2	JPGS120507	3	5	√					√					
57	Cross-study courses 3	JPGS120508	3	5	√					√					
			14												
D	Study Programme Specific Courses														
58	<i>Purezenteeshon</i> (Academic Presentation) *	JPGS120701	2	7	√		√		√		√	√			
59	<i>Bijinesu Nihongo</i> (Japanese for Business) *	JPGS120702	3	7	√		√		√		√	√			
60	<i>Kanko Tsushin</i> (Japanese for Tourism marketing)*	JPGS120703	2	7	√		√		√		√	√			
61	<i>Hoteru no tame no</i> <i>Nihongo</i> (Japanese For Hotel) *	JPGS120704	3	7	√		√		√		√	√			
62	<i>Nihongo Hyogen</i>	JPGS120705	3	7	√		√		√		√	√			

	(Japanese Phrases) *														
63	<i>Kanko no tame no nihon go</i> (Japanese tourism) * for	JPGS120706	3	7	√		√		√		√	√			
64	<i>Tsuyaku</i> (Interpreter) *	JPGS120707	3	7	√		√		√		√	√			
65	<i>Honyaku enshu</i> (Translation Practice) *	JPGS120708	3	7	√		√		√		√	√			
66	Internship 2*		14	7	√		√		√		√	√	√	√	√
67	<i>Tri Hita Karana</i> (THK) or Three Causes to Prosperity	JPGS120203	2	2	√					√					
			38												
	Total credit hours offered	179													
	Students are required to complete the minimum graduation requirements	147													
	Students are required to take several Elective Courses, otherwise, take an internship 2														
	If taking internship 2, students cannot take other Elective Courses.														
	*Elective Courses * The choice of religion subject must be chosen according to the religion adhered to														
	# Courses offered to other study programmes														

	THK must be taken.																
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Note:

	= strong contribution
	= weak contribution

		Civic Education (2 credits)	<i>Dokkai Chukyu</i> or Intermediate Reading (2 credits)															
		Bahasa Indonesia (2 credits)	Instructional Strategy (2 credits)	Microteaching (2 credits)														
	Religion (2 credits): - Confucianism* - Hinduism* - Islam* - Catholic Christianity* - Protestant Christianity* - Buddhism*	<i>Tri Hita Karana</i> (1HK) or Three Causes to Prosperity (2 credits)	Instructional Assessment and Evaluation (2 credits)	Research Method (3 credits)														
	Pancasila (2 credits)	Curriculum Study (2 credits)	<i>Bunpo Chukyu</i> or Intermediate Grammar (2 credits)	<i>Bunpo Jokyu</i> or Advance Grammar (3 credits)	Indonesia-Japan Cross- cultural Understanding# (3 credits)													
	English (2 credits)	Instructional Learning (2 credits)	<i>Kaiea Chukyu</i> or Intermediate Conversation (2 credits)	<i>Chokai Jokyu</i> or Advance Listening (2 credits)	Japanese Society and Culture# (3 credits)													
	Learners Development (2 credits)	<i>Bunpo Shochukyu</i> or Basic-Intermediate Grammar (3 credits)	<i>Chokai Chukyu</i> or Intermediate Listening (2 credits)	<i>Kaiea Jokyu</i> or Advance Conversation (3 credits)	Cross-study courses 3 (3 credits)													
	Educational Insight (2 credits)	<i>Chokai Shochukyu</i> or Basic-Intermediate Listening (2 credits)	<i>Sakubun Chukyu</i> or Intermediate Composing (2 credits)	<i>Sakubun Jokyu</i> or Advance Composing (3 credits)	Cross-study courses 2 (3 credits)													
	<i>Bunpo Shokyu</i> or Basic Grammar (4 credits)	<i>Kaiea Shochukyu</i> or Basic-Intermediate Conversation (2 credits)	<i>Goi</i> or Vocabulary (2 credits)	<i>Dokkai Jokyu</i> or Advance Reading (2 credits)	Cross-study courses 1 (3 credits)													
	<i>Hyoki</i> or Introduction to Writing Japanese Characters (2 credits)	<i>Dokkai Shokyu</i> or Basic Reading (2 credits)	<i>Nihon Gengokaku</i> or Japanese linguistic (2 credits)	<i>Honyaku Nyumon</i> or Introduction to Translation (2 credits)	<i>Rombun Rebyun</i> or Journal Review (2 credits)	PLP 1 or Teaching Practice 1 (2 credits)												
	<i>Kaiea Shokyu</i> or Basic Conversation (2 credits)	<i>Sakubun Shokyu</i> or Basic Composing (3 credits)	Statistics (2 credits)	<i>Nihon Bungaku</i> or Japanese Literature (2 credits)	<i>Akademikku Nihongo</i> or Academic Writing in Japanese (2 credits)	PLP 2 or Teaching Practice 2 (8 credits)	<i>Purenteeshon</i> or Academic Presentation* (2 credits)											
	<i>Chokai Shokyu</i> or Basic Listening (2 credits)	<i>Kanji</i> or Writing Kanji (2 credits)	Entrepreneurship (3 credits)	History of Japan# (2 credits)	<i>Nihongengokaku Enshu</i> or Japanese Linguistic Seminar (2 credits)	KKN or Community Engagement (4 credits)	Thesis (6 credits)											
	First Year		Second Year		Third Year		Fourth Year											
	1 st Semester	2 nd Semester	3 rd Semester	4 th Semester	5 th Semester	6 th Semester	7 th Semester	8 th Semester										
Total	20 Credits	24 Credits	24 Credits	24 Credits	21 Credits	14 Credits	20 Credits	0 Credits	Total									
7 th Semester	Internship 2* (14 credits)	<i>Rijinesu Nihongo</i> or Japanese for Business* (3 credits)	<i>Kanko Tsushin</i> or Japanese for Tourism marketing* (2 credits)	<i>Hateru na tame no Nihongo</i> or Japanese for Hotel* (3 credits)	<i>Nihongo Hyogen</i> or Japanese Phrases* (3 credits)	<i>Kanko no tame no nihon go</i> or Japanese for tourism* (3 credits)	<i>Tsuyaku</i> or Interpreter* (3 credits)	<i>Honyakuenshu</i> or Translation Practice* (3 credits)	147									

Note:

	Compulsory Courses
	Educational Science Courses
	Core Study Courses
	Supporting Science and Technology Courses
	Study Programme Specific Courses

Table: Description of the course, the relationship between the Constitutional Court, CLO, learning activities, and evaluations.

NO	COURSE (CODE/Credit Hours) AND DESCRIPTION
I	Compulsory Courses
1	Confucianism *
2	<p>Hinduism *</p> <p>Credit Hours: 2</p> <p>Code: JPGS120102</p> <p>Semester: 1</p> <p>Description:</p> <p>The Hindu Religious Education Course, which is programmed for Students of all Study Programmes at UNDIKSHA Semester I/II, aims to facilitate students to be able to demonstrate theoretical and practical understanding as well as implement Hindu religious concepts in individual, family, and community life, both worldly and spiritual. To achieve this goal, the study materials include (1) Almighty God, with details of the sub-materials <i>Sradha</i> and <i>Bhakti</i>, <i>Brahmawidhya</i>, and <i>Usaha</i> and means to worship God, (2) Humans, with details of the sub-materials of Hindu human conceptions, Hindu human nature, Hindu human dignity, Hindu human responsibilities, and Avatars and sacred humans, (3) Ethics, with a mission sub-study to improve oneself towards the ideal human (<i>manava-madhava</i>), (4) Science and technology, with sub studies of <i>sradha</i>, <i>janana</i>, and <i>karma</i> as a unity in <i>yadnya</i>, obligations seek knowledge and practice it, <i>Tri Hita Karana</i> and responsibility for nature and the environment, (5) Society, with a sub study of the role of Hindus in realizing a prosperous Indonesian society, Responsibility of Hindus in realizing human rights and democracy, (6) Harmony of religious life, with sub-materials, religion is a blessing for all, the essence of togetherness in religious plurality (7) Culture as an Expression of Practicing Hindu Teachings, with sub-study of the relationship of religion as the core of culture and its various aspects, the responsibility of Hindus in realizing critical thinking (academic), work hard, and be fair, (8) Politics According to Hindu Perspective, with sub-study of understanding and sources of Hindu teachings on politics (<i>Nitisastra</i>), contribution Hinduism in the political life of the nation and state, (9) Law in the Framework of Enforcement of Justice, with sub studies Growing awareness to obey God's law (<i>Rta/Dharma</i>), The role of Hinduism in the formulation and enforcement of a just law, The prophetic function of Hinduism in law .</p>
3	<p>Islam</p> <p>Credit Hours: 2</p> <p>Code: JPGS120103</p> <p>Semester 1</p> <p>Description:</p> <p>This course is a personality development course supporting an introductory course in the study programme/department curriculum. The nature of this course carries the basic theory of personality direction that complements the readiness of students to</p>

	<p>build behavior based on religious, moral values. As an introductory personality development course, this course requires practical actions in the form of activities that are expected to reinforce in developing basic personality and carrying out tasks in other subjects.</p>
4	<p>Catholic Christian* Credit Hours: 2 Code: JPGS120104 Semester 1</p> <p>Description: This course aims to enable students to be able to explain the nature of humans as religious beings who have quality faith and piety, are able to apply noble morality, and make the teachings of the Catholic Religion the basis for thinking and behaving in their work according to their field of expertise, both in individual performance and teamwork in work in a group.</p>
5	<p>Protestant Christianity* Credit Hours: 2 Code: JPGS120105 Semester 1</p> <p>Description: This course is a personality development course which is a source of value and guidelines in the development of the Christian personality in the sense of having faith in Jesus who has expressed His love by upholding Christian values existential.</p>
6	<p>Buddhism* Credit Hours: 2 Code: JPGS120106 Semester: 1</p>
7	<p>Pancasila Credit Hours: 2 Code: JPGS120107 Semester 1</p> <p>The Pancasila course is one of the compulsory courses that must be taught in universities following Law Number 12 of 2012 concerning Higher Education. As one of the introductory courses with a weight of 2 credit hours, this course aims to improve students' critical thinking skills, value reasoning, and social skills to demonstrate social participation, political decisions related to Pancasila, and the ideology of the nation and state.</p> <p>To achieve this goal, in this course, students will be invited to examine issues of concepts and values that includes material for Pancasila Education in the Indonesian National Education System regarding the background, foundation, nature, vision, mission, and the purpose of Pancasila Education; Pancasila in the perspective of the history of the struggle of the Indonesian nation; Pancasila as a value system and philosophy: Pancasila as the national ideology; Garuda Pancasila symbol; Pancasila as political ethics; Indonesian Constitution: the Basic Law Republic of Indonesia in 1945; Pancasila as a paradigm of social, national and state life; as well as basic skills in</p>

	<p>developing public policies that are relevant to various life problems, society, nation, and state in the implementation of Pancasila values; as well as basic skills in developing public policies that are relevant to various problems in the life of the nation and state. Learning relevant to developing student learning competencies will be carried out either with independent, participatory or cooperatively, as well as giving class projects. Students expected tasks as the main bill during the learning process are book summary reports, group papers, individual papers, class projects (class portfolios), and group presentations.</p>
8	<p>Civic Education Credit Hours: 2 Code: JPGS120201 Semester 2</p> <p>Civic Education courses are intended to shape students into spiritual human beings, possess critical thinking skills, value reasoning, social skills, possess and uphold human dignity, have a high sense of nationality and love for the homeland based on Pancasila.</p>
9	<p>Bahasa Indonesia Credit Hours: 2 Code: JPGS120202 Semester 2 Description: This course forms students to have knowledge, skills, and be positive (faithful and proud) to use the correct Indonesian language according to the context and rules, and indecent manner, both in spoken and written form for academic purposes and specific skills.</p>
10	<p>English Credit Hours: 2 Code: JPGS120108 Semester: 1 Description: This course aims to form students who have decent English skills both in verbal and written form to support the mastery of specific knowledge and skills and communication needs in everyday life. The skills taught in this course include listening, speaking, reading, and writing skills.</p>
II	Core Study Courses
	A. Educational Science Courses
11	<p>Educational Insight (JPGS120109/2 Credit Hours) Description: Educational Insights aims to make students able to understand theoretical concepts and formulate logical thoughts about the nature and meaning of</p>

	<p>Educational Sciences and fundamental studies of the educational profession. The learning process is divided into two parts; the first part is that students analyze the education system in Indonesia and the spectrum of educational science in the field of educational practice by presenting it in front of the class. Second, conducting mini research on indicators of educator competence from a practice education.</p>
12	<p>Learners Development (JPGS120110/2 Credit Hours)</p> <p>Learners Development aim to make students understand student growth and development theoretical concepts. In addition, students are skilled in analyzing the development and characteristics of students in learning. The learning process is divided into two stages. First, students discuss in groups the growth and development of students. In the second stage, students make video presentations related to the results of discussions about the growth and development of students. The process of assessing knowledge and skills is carried out by evaluating group projects and reports. The attitude assessment process is carried out through observation in discussions and presentations.</p>
13	<p>Instructional Learning Course Code: JPGS120205 Credit Hours: 2 Course Description:</p> <p>Instructional Learning aim to enable students to understand the theoretical concepts of learning and learning. In addition, students to understand the development of student learning as a subject of study.</p> <p>Lecture materials include the nature of learning and learning, recognizing the development of students as learning subjects, developing learning design models, developing learning materials, developing media and learning resources, developing evaluation tests. Learning is divided into two stages. The first is that students discuss the material given by each group. Second, students make group presentations of the material that has been discussed in their groups. Learning assessment uses performance and observation.</p>
14	<p>Curriculum Study Code: JPGS120204 Credit Hours: 2 credit hours Semester: 2</p> <p>Description: The Curriculum Study aims to enable students to understand the theoretical concepts of curriculum development in Indonesia and the current curriculum concepts. In addition, students are skilled in planning and carrying out a little research on curriculum implementation in textbooks and Japanese language learning in senior high school/vocational high school equivalents to support competence in teaching.</p> <p>The learning is divided into two parts. Firstly, students discuss with their groups curriculum developments in Indonesia and the current curriculum concepts, then present the results of their discussions in class. Second, students and their groups</p>

	<p>plan and conduct little research on curriculum implementation in textbooks and Japanese language learning in senior high school/vocational high school equivalents. The course outcomes are assessed through observation and performance. At the same time, the attitude assessment is done through observation.</p>
15	<p>Instructional Strategy (JPGS120301/2 credit hours)</p> <p>Description: Instructional Strategies and Designs aim to enable students to understand the theoretical concepts of language learning methods, strategies learning, and steps in making learning designs. In addition, students are skilled in planning and implementing innovative Japanese language learning for various objectives of learning (formal and non-formal schools) to support competence in teaching. The lesson is divided into two parts. First, students discuss language learning methods, strategies, and practices in learning Japanese with their groups, then present the results of their discussions in class. Second, students and their groups make learning designs for various learning targets (formal and non-formal schools) and conduct learning simulations. The course outcomes are assessed through observation and performance. In contrast, the attitude assessment is done through observation.</p>
16	<p>Instructional Assessment and Evaluation (JPGS120302/2 credit hours)</p> <p>Description: Assessment and Evaluation of Learning aim to enable students to understand theoretical concepts related to the types and steps in conducting learning assessments and evaluations. In addition, students are skilled in making test models, conducting validity tests, and carrying out evaluations of Japanese language learning, to support competence in teaching. The lesson is divided into two parts. First, students discuss the types of assessment and evaluation of language learning with their groups, then present the results of their discussion to the class. Second, students and their groups make tests to assess each language skill and test the validation of the test. The course outcomes are assessed through a presentation, project writing, and portfolio. In comparison, the attitude assessment is done through observation.</p>
17	<p>Microteaching (JPGS120401/2 sks)</p> <p>Description: Microteaching aims to enable students to understand the theoretical concepts of eight teaching skills (Opening and Closing Lessons Skills, Explaining Skills, Questioning Skills, Reinforcing Skills, Variations Skills, Class Management Skills, Discussion Guiding Skills Small Groups, Skills for Variations in the Use of Media). In addition, students are skilled at planning and implementing innovative Japanese learning on a micro basis based on Japanese language learning approaches and methods, then evaluating and reflecting (peers and self-reflection) on the learning carried out to support competence in teaching. The lesson is divided into two parts. First, students discuss the concept of teaching skills based on the video of the learning model provided. Second, students individually design and carry out Micro-Teaching practices/simulations, then evaluate and reflect (peers and self-reflection) on the learning they do. The course</p>

	outcomes are assessed through observation and performance (portfolio: Project writing and summary, simulation). At the same time, the attitude assessment is done through observation.
	Total
	B. Scientific Fields of Study Courses
18	<p><i>Bunpo Shokyu Course</i> (Basic Grammar) Code: JPGS120111 Credit Hours: 4 Course Description: Bunpo Shokyu aims to provide knowledge and provision of Japanese language skills, including an introduction to basic vocabulary for beginners, exposure to basic patterns of Japanese sentences, and its development and application both orally and in writing with intensive and continuous pieces of training. Lecture material includes how to introduce yourself, use expressive words, mention belongings of goods, do shopping activities by mentioning currency units, mentioning telephone numbers, mentioning daily activities (verbs), doing activities traveling by vehicle, asking for unknown vocabulary in Japanese, conveys the form of acceptance and giving, states simply the impression of something (adjective), states the reason, shows the existence of people/objects, expresses the form of understanding, clever/not clever, likes/dislikes, describes simply about the environment residence/city/country, mentions the period, time, number/unit, states a superficial impression of the experience that has occurred (past verb), makes a simple comparison, states the desire, the form is doing the activity, understands the form of the prohibition, asks for permission, and talk about the topic-t closest/simple optics (family, work). Learning is divided into two stages, and the first is basic exercises (students learn vocabulary and sentence patterns in Japanese). Second, application exercises (students apply/apply sentence patterns that have been learned by making their example sentences and then doing practice questions on <i>Renshuu B</i>, <i>Renshuu C</i>, <i>Mondai</i>). Assessment of learning using portfolios and projects.</p>
19	<p><i>Hyoki</i> or Introduction to Writing Japanese Characters (JPGS120112/ 2 credits) Description: <i>Hyoki</i> aims to make students able to understand the theoretical concepts of the rules for writing Hiragana, Katakana, and 50 basic kanji letters, as well as being skilled at applying Japanese letters according to the rules of writing in order to produce beautiful letters, thus supporting competence in teaching. Learning is divided into two parts. The first focuses on <i>Kana</i> (Hiragana and Katakana) as the basic letters, in the second part focuses on <i>Kanji</i> (writing, reading, meaning). Students listen to theoretical explanations related to letter writing, then perform writing performance/practice on Genkouyoushi. The results of writing practice (performance) will be used as a portfolio to see the development of writing skills. A written test and performance were given to find out their theoretical knowledge. In contrast, the attitude assessment is done through observation.</p>
20	<p><i>Kaiwa Shokyu</i> (Basic Conversation) <i>Kaiwa Shokyu</i></p>

	<p>Course Code: JPGS 120113 Credit Hours: 2</p> <p>Course Description: <i>Kaiwa shokyu</i> aims to provide Japanese communication skills, including introducing phrases and simple conversation training for beginners level. Lecture material includes greeting <i>aisatsu</i>, how to introduce yourself <i>jikoshoukai</i>, asking the time, day, month, and date of <i>nichiji</i>, asking prices and simple expressions when shopping <i>nedan o Kiku</i>, conveying daily activities <i>nichijou seikatsu no katsudou</i>, asking about preferences <i>suki na koto's</i>, how to convey a simple reason <i>riyuu o iu</i>, expressions when giving and receiving something <i>ageru morau</i>, how to convey an invitation, expression in accepting and refusing someone's invitation <i>sasoi</i>, informing the whereabouts of someone or something according to the situation. The lesson is divided into three parts. Firstly, students watch a video of the kaiwa model and then practice kaiwa individually and in groups. Second, students discuss in class to find vocabulary, expressions, and <i>bamen</i> based on the video of the kaiwa model given. Third, students in groups make kaiwa with <i>Bamen</i>, the same theme as the kaiwa model video. Assessment of learning through projects and portfolios.</p>
21	<p><i>Chokai Shokyu</i> (Basic Listening) JPGS 120114 2 Credit Hours Semester 1</p> <p>Course Chokai Shokyu is a course on essential Japanese listening. By the following course, students can apply concepts and knowledge of grammar and basic Japanese vocabulary to interpret simple discourses or speeches they hear. This course contains content about Japanese greetings, simple Japanese utterances with the context of school, home, and family. The activities carried out were listening to the audio, discussing the problems that were heard, and discussing the meaning of the audio. Attitudes in the following course are evaluated through observation. Then, students' knowledge is seen as developing through a written test. Then, this course also measures students' skills by listening to basic Japanese.</p>
22	<p><i>Bunpo Shochukyu</i> (Basic-Intermediate Grammar)</p> <p><i>Bunpo Shochukyu</i> Course Code: JPGS120206 Credit Hours: 3 Course Description: <i>Bunpo Shochukyu</i> aims to provide knowledge and equip Japanese language skills, including introducing basic vocabulary at the beginning to end level, presenting basic sentence patterns Japanese language, and its development and application both orally and in writing with intensive and continuous training. Lecture materials include prohibitions or orders, desires, abilities/potentials, ongoing activities, the state of things, and a presupposition. Learning is divided into two stages. The first is basic exercises (students learn vocabulary and sentence patterns in Japanese). Second, application exercises (students apply/apply sentence patterns that have been learned by making their example sentences and then doing practice questions on</p>

	<i>Renshuu B, Renshuu C, Mondai</i>). Assessment of learning using portfolios and projects.
23	<p><i>Chokai Shochukyu</i> (Basic-Intermediate Listening) JPGS 120207 2 Credit Hours Semester 2</p> <p>Courses <i>Chokai Shochukyu</i> is a course basic intermediate level Japanese listening. By the following course, students can apply concepts and knowledge of grammar and essential vocabulary, intermediate Japanese to interpret simple discourses or speeches they hear.</p> <p>This course contains content about speech and discourse in various contexts, such as the variety of respect in the workplace, dialects, announcements at stations, and speeches between friends and family.</p> <p>The activities carried out were listening to the audio, discussing the problems that were heard, and discussing the meaning of the audio.</p> <p>Attitudes in the following course are evaluated through observation.</p> <p>Then, students' knowledge is seen as developing through a written test. Then, this course also measures students' skills through listening practice in primary and intermediate Japanese.</p>
24	<p><i>Kaiwa Shochukyu</i> (Basic-Intermediate Conversation)</p> <p><i>Kaiwa Shochukyu</i> Course Code: JPGS120208 Credit Hours: 2 Course Description:</p> <p><i>Kaiwa shochukyu</i> aims to provide Japanese communication skills, including introducing expressions and training in simple conversation in several formal and informal varieties. Lecture material includes expressions expressing the desire of <i>jibun no kibou</i>, conveying simple orders and requests, asking permission from someone to do something, expressions of prohibition and stating necessity, use of familiar variety when communicating with friends, skilled in conveying and asking related matters—by avocation or hobby of ourselves and others, expressing opinions or allegations against a phrase expressed a supposition. The lesson is divided into three parts. Firstly, students watch a video of the kaiwa model and then practice kaiwa individually and in groups. Second, students discuss in class to find vocabulary, expressions, and <i>bamen</i> based on the video of the kaiwa model given. Third, students in groups make kaiwa with <i>Bamen</i>, the same theme as the kaiwa model video. Assessment of learning through projects and portfolios.</p>
25	<p><i>Dokkai Shokyu</i> or Basic Reading (JPGS120209/2 credits)</p> <p>Description: This course material aims to introduce and train students to read and understand basic Japanese discourse. In addition, the use of new vocabulary and expressions contained in each chapter and sub-chapter is discussed one by one.</p> <p>This lecture begins with student presentations (in groups) about the vocabulary and Kanji they have just learned. After making a presentation, it was continued by giving quizzes to other lecture participants. Thus, presenting students can apply soft skills</p>

	<p>in presentations and can also help their friends learn.</p> <p>After the presentation, students take turns reading and then translating. This session trains students' soft skills in translating Japanese into good Indonesian.</p> <p>Then, two students were asked to explain the summary of the material. This session aims to train students' soft skills in understanding and summarize the material.</p> <p>Students are then asked to answer questions after reading to find out students' understanding of the contents of the reading. Finally, the lecturer facilitates students to conduct discussions related to the material.</p> <p>Assessment is done with group presentations, individual presentations, and exams (mid-exam and final exam).</p>
26	<p><i>Kanji</i> or Writing Kanji (JPGS120210/2 credits)</p> <p>Description: Kanji aims to make students understand the theoretical concepts of letter writing rules, reading, meaning (based on bushu) of Kanji (which is read the same way, at Levels N5 & N4). In addition, students are skilled in applying the rules of writing Kanji letters to produce beautiful letters and skilled in applying Kanji and jukugo in a sentence, thus supporting competence in teaching.</p> <p>Learning is focused on two main activities. First, students conduct group discussions to find concepts (meaning based on bushu and usage) of Kanji with the same reading method, then solve problems using Kanji in a sentence. Second, students perform work/practice in writing Kanji according to writing letters in Genkoyoushi. The results of writing practice (performance) will be used as a portfolio to see the development of writing skills. A written test and performance were given to find out their theoretical knowledge. While the attitude assessment is done through observation.</p>
27	<p><i>Sakubun Shokyu</i> (Basic Comprehension)</p> <p>COURSE CODE: JPGS120211</p> <p>CREDIT UNIT: 2</p> <p>COURSE DESCRIPTION:</p> <p>This <i>Sakubun Shokyu</i> Lecture aims to provide students with initial knowledge on how to write a good essay in Japanese by providing contextual essay themes related to everyday life. Students with simple Japanese sentence patterns.</p> <p>This course is divided into two segments: the first to develop students' critical thinking with easy-to-understand themes; the second to develop students' writing skills (making essays). With a simple theme, it is hoped that students can practice writing essays in Japanese at an early level.</p>
28	<p><i>Bunpo Chukyu</i> (Intermediate Grammar)</p> <p>(JPGS120303)/3 credits</p>

	<p>Description: This course material aims to provide a comprehensive understanding of intermediate Japanese grammar that can be useful for students in mastering the Japanese language further and supports mastery of the Japanese Language Proficiency Test (Nouryoku Shiken) level N4-N3, and can be used in future work. To achieve the competence in question, the Bunpo Chukyu course uses the Student-Centered Learning learning strategy with the following stages:</p> <ul style="list-style-type: none"> a. Lecturers carry out intermezzo/explanation activities that lead to the benefits of the topics to be discussed. B. Lecturers carry out expository activities both verbally/nonverbally by using teaching media such as video, PowerPoint, picture media, or letters. C. The lecturer introduces sentence patterns by giving examples through speech. D. The lecturer writes/shows the structure of the sentence pattern. E. The lecturer gives instructions to students when practicing making sentences with the same pattern. F. The lecturer appoints several students randomly to apply the sentence patterns that have been studied. G. The lecturer invites comments or questions from other students. Then facilitate discussion related to the material. H. The lecturer provides reinforcement/motivation for today's material's complex skill and soft skill components. <p>Assessment is done with group presentations, individual presentations, and exams (mid-exam and final exam)</p>
29	<p><i>Chokai Chukyu</i> (Intermediate Listening) JPGS 120306 2 Credit Hours Semester 3</p> <p>Chokai Shochukyu Course is an intermediate-level Japanese listening course. By following this course, students can apply concepts and knowledge of intermediate-level Japanese grammar and vocabulary to interpret the discourse or speech they hear.</p> <p>This course contains content about speech and discourse in various contexts and provides learning experiences in understanding intermediate level Japanese speech or discourse, such as discourses on Japanese culture, social society, and others. The activities carried out were listening to the audio, discussing, and drawing conclusions from the audio heard.</p> <p>Attitudes in following this course are evaluated through observation. Then, students' knowledge is seen as developing through a written test. Then, this course also measures students' skills by listening to Japanese at the intermediate level.</p>
30	<p><i>Kaiwa Chukyu</i> (Intermediate Conversation) JPGS120304 Credit Hours 3 Semester 3</p>

	<p>The Kaiwa Chukyu course aims to provide contextual understanding and professional skills in intermediate level speaking or communication in order to support student competence in teaching and research.</p> <p>Learning is classified into two parts, namely the first part focuses on understanding the concept of <i>nihongo no kaiwa no tokuchou</i> about the characteristics of Japanese oral communication, <i>nihongo no kaiwa no danjosa</i> the concept of female and male language variations, and <i>ningen kankei no kaiwa</i> communication ethics in culture. Japan. Students are asked to conduct inquiry learning by finding various linguistic phenomena that characterize the characteristics of Japanese language communication by looking at the lingual features. Students identify the variety of languages according to the context of speech citations, the relationship of speech partners that reflects the ethics of polite communication in Japanese. Furthermore, students presented by comparing the characteristics of communication from different language cultural backgrounds including Indonesian in relation to understanding cross-cultural communication.</p> <p>The second part, learning is focused on developing and deepening communication strategies at the intermediate level which are related to the communication function in everyday life. The topics discussed related to <i>aisatsu to houmon</i> 'greetings and etiquette of visiting Japanese homes' <i>Michi o kiku/oshieru</i> 'asking and informing the address or location' <i>irai suru/ukeru/kotawaru</i> 'requests and rejection of requests' <i>sasoi/shoutai</i> 'invite, invite and how to refuse' <i>gen'in riyuu o noberu</i> 'deliver reasons/cause' <i>kyoka o Morau</i> 'ask permission' <i>Dengon o tanomu, tsutaeruleave a</i> 'message and deliver a message.' Students are asked to do exercises in groups using the roleplay method and present them according to the context of the speech situation.</p> <p>Learning assessment is carried out through presentations, projects, portfolios</p>
31	<p><i>Dokkai Chukyu</i> (Intermediate Reading) (JPGS120209/2 credit hours)</p> <p>Description : This course material aims to train students to understand Japanese discourse in the basic intermediate level language skills. Learning is carried out as a form of enrichment (ouyou renshuu) to train students to use grammatical concepts, letters and vocabulary that they have learned while increasing language input for new things they have not yet learned. The learning process is carried out using bottom-up, top-down reading learning techniques and or a combination of the two. Lecture evaluation is carried out by means of tests, presentations, and individual reports.</p>
32	<p><i>Goi</i> (Vocabulary) JPGS120307 2 Credit Hours Semester 3</p> <p>Goi aims to provide students with understanding and skills in the field of mastery of goi (Japanese vocabulary)) which can support competence in the field of Japanese language teaching and research.</p>

	<p>Learning is classified into two parts, namely first, learning is focused on theory which contains concepts, types of <i>goi</i> such as <i>wago</i>, <i>kango</i>, <i>konshuugo</i>, <i>gairaigo</i>. Students conduct inquiry learning, by exploring various linguistic phenomena related to the types and development of Japanese vocabulary. Students are asked to make a critical review related to research on Japanese vocabulary.</p> <p>The next section focuses on the characteristics and aspects of Japanese <i>goi</i> related to <i>doonigigo</i> 'homonym, homophone', <i>tagigo</i> 'polysemy', <i>ruigigo</i> 'synonym', <i>gitaigo</i> and <i>giongo</i> 'onomatopoeia'. Students are invited to identify and analyze <i>doonigigo</i>, <i>ruigigo</i>, both individually and through group discussions by comparing and applying synonymous vocabulary into the context of a sentence to understand the meaning of <i>goi</i> 'vocabulary'. Students are also invited to compare or contrast the phenomenon <i>giongo</i> 'imitation of the sound of language' with several languages, including Indonesian.</p> <p>Assessment of learning achievement is carried out through portfolios, formative tests and summative tests'. Attitude assessment and participation is done through observation.</p>
33	<p><i>Sakubun Chukyu</i> (Intermediate Composing) COURSE CODE: JPG19308 CREDIT Hours: 2 Description of the Constitutional Court This course provides further enrichment to improve writing competence on themes that can be developed widely from various points of view such as <i>ekara daigaku made</i>, <i>Gakkou no seikatsu</i>, <i>watashi no isshuukan</i>, <i>nikki</i>, <i>watashi no yume</i>, <i>nihon ni ryugakushite shitai koto</i>, and others. Learning activities are designed in two types, namely the first half of time is intended to practice writing essays that have a somewhat "free" text structure, and the second half is designed to practice writing essays that have a certain patterned text structure. Learning is packaged in a structured and independent manner using a communicative and product-based learning approach. The assessment is carried out based on the results of the essay, activeness in learning, completion of assignments and written and non-written tests.</p>
34	<p><i>Nihon Gengogaku</i> (Japanese linguistic) COURSE CODE: PGS120309 CREDIT HOURS: 2 Semester 3 Description of MK This Japanese Linguistics course can be taken after students graduate from the MK Introduction to General Linguistics. This Constitutional Court explained about the basics of Japanese linguistics, such as <i>Onseigaku</i>, <i>Tougoron</i>, <i>Imiron</i>, <i>Shakai gengogaku</i>. Learning about Japanese linguistics is given by presenting related material about the field of linguistic studies, examples of simple analysis of words, phrases, or clauses in Japanese using an analytical method that is adapted to the field of study being given.</p>

35	<p>Research Methodology (JPGS 120402) / 3 credits</p> <p>COURSE DESCRIPTION</p> <p>The aim of this course is to familiarize the student with what research methodology is, what it's used for, and why it's important to us.</p> <p>This course is divided into 4 modules :</p> <p>Module 1: Foundations</p> <ul style="list-style-type: none"> • Week 1: Introduction to Research and the Research Process • Week 2: Research Ethics and Integrity • Week 3: Critical appraisal <p>Module 2: Quantitative Research</p> <ul style="list-style-type: none"> • Week 4: Introduction to Quantitative Research , Study Designs and Methods • Week 5: Analysis and Interpretation of Quantitative Data • Week 6: Critical Appraisal of Quantitative Research <p>Module 3: Qualitative Research</p> <ul style="list-style-type: none"> • Week 7: Introduction to Qualitative Research, Study Designs and Methods • Week 8: Analysis and Interpretation of Qualitative Data • Week 9: Critical Appraisal of Qualitative Research <p>Module 4: Mixed Methods Research</p> <ul style="list-style-type: none"> • Week 10: Introduction to Mixed Methods Research, Study Designs and Methods • Week 11: Analysis and Interpretation of Mixed Methods Data • Week 12: Critical Appraisal of Mixed Methods Research <p>The course outcomes are assessed through presentation, written report, project, and draft proposal.</p>
36	<p><i>Bunpo Jokyū</i> (Advance Grammar) JPGS120403 2 Credit Hours Semester 4</p> <p>This course aims to provide students with understanding and professional skills in the field of advanced level Japanese grammatical mastery in order to support competence in the field of Japanese language teaching and research.</p> <p>Learning is divided into two activities, first, students through cooperative learning examine the relationship of lingual units that form sentence structures by paying attention to morphological and semantic aspects in a sentence structure to understand the meaning of the sentence in question.</p> <p>The second activity, apart from doing exercises in applying sentence patterns into contextual expressions, students were also asked to compare and analyze differences in semantically the sentence structures used to express certain expressions with different lingual unit forms.</p> <p>Assessment of learning achievement is carried out through portfolios, formative tests and summative tests.</p>
37	<p><i>Chokai Jokyū</i> (Advance Listening)</p>

	<p>JPGS 120414 2 Credit Hours Semester 4</p> <p>The <i>Chokai Shochukyu</i> course is an upper level Japanese listening course. By following this course, students are able to apply concepts and knowledge of upper-level Japanese grammar and vocabulary to interpret the discourse or speech they hear. This course contains content about speech and discourse in various contexts, and provides a learning experience in understanding higher-level Japanese speech or discourse, such as Japanese culture and society. Examples of discourse about <i>Kaiten sushi</i>, <i>oshirase</i>, and others. The activities carried out were listening to the audio, discussing and drawing conclusions from the audio that was heard. Attitudes in following this course are evaluated through observation. Then, students' knowledge is seen as developing through a written test. Then, this course also measures students' skills through high-level Japanese listening practice.</p>
38	<p><i>Kaiwa Jokyū</i> (Advance Conversation) JPGS120405 Credit Hours horus 3 Semester 4</p> <p>The <i>Kaiwa Jokyū</i> course aims to provide contextual understanding and professional skills in advanced speaking or communication in order to support student competence in teaching and research. <i>Kaiwa Jokyū</i> learning is divided into two activities, namely the first learning is focused on understanding expressions and communication strategies used in various contexts of speech situations in various wider fields of life. Scope of learning materials regarding <i>kangae/kansou no nobekata</i> 'communication strategies in asking and presenting ideas, ideas, impressions' <i>iken no nobekata</i>, <i>iken o sansei to fusansei</i> 'asking opinions, strategies in agreeing or disapproving of the speech partner's opinion', <i>jogen o motomeru</i> 'to ask for or suggest something' <i>kanjou o hyougen suru</i> 'communication strategy for expressing feelings' <i>setsumeī suru /shite morau</i> 'a strategy of giving and asking for an explanation of a topic. <i>Joukyou joutai o Kiku to noberu</i> 'strategy in asking and explaining a situation, situation or condition'. Students explore various social phenomena that can be used as topics and then carry out collaborative or group communication exercises using interview and role play methods. The second part, learning focuses on improving communication competence used in discussion forums or public debates on various topics and improving communication in expressing ideas conveyed through speech. Students are not only required to be skilled in using various expressions, they are also trained to be able to express ideas, give objections and be trained to convey ideas in a structured and effective manner through delivering a speech. Learning assessments are carried out through performance assessments, projects, portfolios</p>
39	<p><i>Sakubun Jokyū</i> (Advance Composing) Code: JPGS120406</p>

	<p>Credit Hours:3 Semesters: 4</p> <p>The course aims to provide knowledge of professional skills regarding theoretical concepts regarding the rules or structures of advanced Japanese phrases, clauses, and sentences referring to the JLPT N3 Japanese language mastery competence. This course describes and provides an understanding of the written variety in Japanese that is used in compiling a variety of documents, both personal and official. Providing skills in writing various forms of writing such as writing various kinds of memos, announcements, writing impressions (<i>kansoubun</i>) and diaries (<i>nikki</i>). Provide skills in writing advanced narrative, descriptive, and argumentative essays. Provide briefing on how to write documents such as filling out forms and <i>rirekisho</i>. Learning assessment is carried out through portfolios, projects</p>
40	<p><i>Dokkai Jokyū</i> (Advance Reading) <i>Dokkai Jokyū</i> Credit Hours: 2 Code: JPGS120407 Semester: 4</p> <p>This course aims to train students to understand discourse, text news, announcements on the spot general and short articles in intermediate level Japanese. The learning process is directed at using and adding to the vocabulary, the ability to read kanji, and the ability to catch the messages implied in discourse, texts, news and announcements. The lecture process is carried out using the lecture, discussion, critical reading and critical review methods. The evaluation model used is individual reports, group projects and portfolios.</p>
41	<p><i>Honyaku Nyumon</i> (Introduction to Translation) Credit Hours: 2 Code: JPGS120408 Semester: 4 Description: The course <i>Honyaku Nyumon</i> aims to complete the ability to teach Japanese language skills, especially in applying contextual Japanese language skills related to the use of Japanese in a simple translation context. The translation course refers to Japanese as the source language and Indonesian as the target language. Lecture material is divided into two stages. The first stage is an introduction to translation theory, technical terms related to translation, things that need to be considered in translation and translation theory. Students observe a simple text of a discourse and conduct group discussions to compare and comment on the text in the source language with the translation in Indonesian. Then conduct class discussions through group presentations. The second stage is the practice of translating <i>messages</i> from the source language text to the target language by paying attention to the choice of diction that is in accordance with the field and the target user. Students translate small texts such as advertisements, writing on food packaging and practical instructions on the packaging of goods used in everyday life.</p>

	<p>Group discussions are conducted based on the results of individual work, then class discussions are carried out through group presentations.</p> <p>Competency achievement in this course is carried out based on the evaluation of individual performance, group performance, projects and portfolios.</p>
42	<p><i>Nihon Bungaku</i> (Japanese Literature) Credit Hours: 2 Code: JPGS120409 Semester: 4</p> <p>The course aims to study:</p> <ol style="list-style-type: none"> 1. The development of classical to modern Japanese literature is based on the periodization of Japanese literature starting from the era of <i>Joodai Bungaku</i>, <i>Chuuko Bungaku</i>, <i>Chuusei Bungaku</i>, <i>Kinsei Bunga</i>, and <i>Kingendai Bungaku</i>. 2. Introduction of various forms of representative literary works along with literary figures who represent each era. ancient literary works such as <i>kojiki</i>, <i>nihon shoki</i> which contain various mythological stories and legends combined with elements of ancient Japanese history. 3. Introduction to literary forms of poetry such as <i>waka</i>, <i>tanka</i>, <i>haikai renga</i>, <i>chefnnshuu</i>, <i>hyakuninishuu</i>, and <i>haiku</i>. 4. Introduction to literary works in the form of prose such as <i>monogatari</i>, short stories and novels. This course material also includes an introduction to several ideologies contained in Japanese literary works. Lectures are presented with lecture methods, discussions, group presentations. Lecture evaluation is carried out with individual assessments, tests, and group projects. By following this course, students can explain the periodization of Japanese literature, identify and show the forms of Japanese literary works, and show Japanese writers with their various ideologies.
43	<p>History of Japan Credit Hours: 2 Code: JPGS120410 Semester: 4</p> <p>This course aims to study: (1) the chronology of Japanese history starting with the chronology of Japanese human life in the Pre-Historic Age (the Jomon and yayoi Periods) The dynamics of Japanese social and cultural politics in the reign of the Nobles (Kofun, Yamato, Nara, and Heian), (3) Dynamics of social and cultural political life during the reign of the Samurai in the <i>Kamakura</i>, <i>Muromachi</i>, and <i>Edo</i> Periods. (4) Social changes in Japan after the Meiji Restoration, (5) The dynamics of political, social, and cultural life of the Meiji Era, as well as the development of democracy and thought in the Taisho period, and (6) Constitutional reform during the Allied Occupation in Japan which gave birth to the conception <i>Heiwa shugi</i>.</p>

44	<p>Thesis</p> <p>Credit Hours: 6</p> <p>Code: JPGS120702</p> <p>Semesters 8</p> <p>Description:</p> <p>This course aims to train students in conducting studies in the fields of Japanese language education, Japanese linguistics, Japanese culture and the application of language linguistics in teaching/learning Japanese. The writing process begins with the following procedures: 1. Making a research design in the form of a research proposal.2. proposal guidance process proposal, 3.examination, 4. research data collection process 5. data analysis process, 6. Thesis examination. The evaluation model applied related to this thesis is an evaluation based on process and product.</p>
45	<p>INDONESIA-JAPAN CROSS-CULTURAL UNDERSTANDING</p> <p>Credit Hours: 3</p> <p>Code: JPGS120501</p> <p>Semester: 5</p> <p>Description:</p> <p>Cross-Cultural Comprehension aims to complete the Japanese language learning experience by increasing knowledge about Japanese culture as well as about culture that students have contextually. At the same time, develop competence in the field of teaching Japanese language, especially about communication ethics and politeness in language.</p> <p>The material discussed is divided into 3 parts.</p> <p>The first is about the importance of cultural competence in multicultural life in the era of global mobility. Students discuss experiences of different cultures, responses to different cultures and <i>cultures iceberg theory</i>. The second is about ethics. Students watch short videos, read articles, summarize, discuss and then present them. The ethical material discussed relates to daily activities such as ethics in protecting the environment, ethics at the dining table, and ethics in public places.</p> <p>The third material discusses folklore, especially <i>superstitions/jynx</i> in Japan and also in the student environment. Students listen and observe, make summaries and provide comments individually and in groups,then conduct group discussions, presentations and class discussions.</p> <p>Competency achievements are evaluated through individual assignments, group assignments, group presentations, individual reports and portfolios.</p>

46	<p>JAPANESE SOCIETY AND CULTURE</p> <p>Credit Hours: 3 Code: JPGS120502 Semester :5 Description : The Japanese Society and Culture course aims to complement students' contextual and professional knowledge related to Japanese society and culture. At the same time also develop competencies in the field of teaching, especially those related to knowledge of language-using communities.</p> <p>This course material is divided into two parts. First, it discusses the cultural aspects of society in general, the annual traditions of people in various regions in Japan that are traditional. Students conduct group discussions, presentations and class discussions about the uniqueness, philosophical value of the celebration tradition and its similarities with traditions in Indonesia. Second, discusses the dynamics of Japanese society in the Post-World War II Showa Period (1946~1989), Heisei Period (1989~2017). The main topic is economic growth accompanied by social dynamics of Japanese society, including <i>sub-culture</i> and various other aspects of Japanese society. Students explore, discuss and describe social phenomena of Japanese society through observing news, films, short dramas, anime, articles, etc.</p> <p>Competency achievements in this course are evaluated based on individual assignments, group assignments, group presentations, individual reports and portfolios.</p>
47	<p><i>Akedemikku Nihongo</i> or Academic Writing in Japanese</p> <p>Credit Hours: 2 Code: JPGS120503 description The Academic Writing in Japanese course aims to increase students' knowledge by improving academic Japanese language skills that support their careers in teaching Japanese, especially those related to various academic languages.</p> <p>The submission of material is divided into two parts. First, learning is focused on the characteristics of the academic language in Japanese. Students conduct group discussions to categorize scientific language in an abstraction of Japanese, practice changing from previously studied vocabulary/phrases to academic vocabulary/phrases. They are presenting and discussing in class the results of group discussions.</p> <p>Second, the structure of Japanese articles and various rules in academic writing in Japanese. Students observe Japanese articles in groups and practice making Japanese abstractions individually. Competency achievements are evaluated based on group work, presentations, individual performance, and portfolios.</p>

48	<p><i>Nihongengogaku Enshu</i> or Japanese Linguistic Seminar Credit Hours: 2 Code: JPGS120505</p> <p>Description: This course material aims to study research/publications in Japanese linguistics.</p> <p>This lecture is divided into two parts. Before the Mid test, lecturers will provide in- depth material on Japanese Linguistic Studies, Japanese Linguistic Studies and Its Branches, Japanese Phonetics and Phonology Studies, Japanese Syntactic Studies, Japanese Morphological Studies, Japanese Semantic, and Japanese Semantic Pragmatic Studies, and Japanese Sociolinguistic Studies.</p> <p>After Mid test, students will take turns presenting discussions of scientific articles (in journals or proceedings according to predetermined topics, such as Research with the theme of Japanese Phonetics and Phonology, etc. At the end of the video, students provide group conclusions regarding the strengths and weaknesses of previous research and topic ideas which have not been studied much.</p> <p>Assessment is done with group presentations, individual presentations, and exams (mid and final tests).</p>
49	<p><i>Rombun Rebyu</i> or Journal Review Credit Hours: 2 Code: PGS120504 Semester: 5</p> <p>Journal Review aims to complete students' skills in reading and reviewing scientific articles that support skills in teaching Japanese, especially those related to critical reading skills.</p> <p>This lecture is divided into two parts. They were first discussing scientific articles in Japanese, the structure of writing an article, technical terms, phrases used, and the contents of each part of an article. Students do individual work to find vocabulary, read <i>Kanji</i>, group discussions to find the characteristics and contents of scientific articles they read. They are presenting the results of group work and class discussions.</p> <p>The second part, which focuses more on reading and reviewing articles related to Japanese and Japanese language education, finds the advantages, disadvantages, and opportunities for further research from the articles read. Students discuss in groups to discuss the given task and present it for class discussion.</p> <p>The competency achievements of this course are evaluated based on individual performance, group performance, reports, and portfolios.</p>

50	<p>PLP (<i>Pengenalan Lapangan Persekolahan</i>- Teaching Practicum) 1 Credit Hours: 2 Code JPGS120601 Semester: 6 Description: This course aims to provide opportunities for students to understand, analyze, and evaluate educational practices in academic units. The study materials in this course are (1) school culture, (2) organizational structure and governance in schools, (3) rules and regulations for implementing education in schools, (4) formal ceremonial activities in schools, (5) routine activities in the form of curricular, co-curricular, and extracurricular, and (6) positive habituation practices and habits at school. Learning activities are carried out face-to-face on campus and orientation-observation in education units. The assessment is given by considering aspects of attendance on campus and in the education unit, reports on the implementation of activities, and oral exams. The implementation of PLP 1 is carried out with a block system. The study load of 1 credit can be completed in 8 days with 6 hours each per day (1 hour = 60 minutes). Of the 8 (eight) days, 25% or about 2 (two) days, the learning process is carried out on campus to provide orientation and debriefing for students. Meanwhile, 75% or 6 (six) days of the learning process are carried out in partner schools to make observations.</p>
51	<p>PLP (<i>Pengenalan Lapangan Persekolahan</i>- Teaching Practicum) 2 Credit Hours: 8 Code: JPGS120601 Semester: 6 Description: This course aims to provide opportunities for students to understand, analyze, and evaluate the implementation of learning and non-teaching activities in the educational unit environment and provide teaching administration experiences based on the ability to design learning practices and conduct evaluations. The study materials in this course are (1) curriculum analysis; (2) preparation of learning tools (RPP, media, worksheets, teaching materials, assessment instruments); (3) implementation of learning activities using a variety of learning strategies and learning media; (4) class management; (5) the use of learning information and communication technology; (6) implementation of learning assessment and evaluation; (7) management of co- curricular and extra-curricular activities; and (8) teacher administration work. Learning activities are carried out through face-to-face meetings on campus, orientation-observation in education units, learning activities in schools, and non- teaching activities carried out independently and in groups. The assessment is given by taking into account aspects of the ability to carry out learning and non-teaching activities, reports on the implementation of activities, and oral exams. The implementation of PLP 2 is carried out with a block system. The learning load of 3 credits can be completed in 256 effective hours for 2 months.</p>

52	<p>KKN (<i>Kuliah Kerja Nyata</i>- Community Service Programme) Credit Hours: 4 Code: PGS120603 Semester: 6 Description: The KKN course is one of the compulsory subjects in the undergraduate program, both educational and non-educational. As a mandatory subject, KKN aims to give students direct experience in applying and integrating the knowledge they have mastered to solve problems in society. More specifically, KKN has the objectives to1) Provide valuable learning experiences to students through their involvement in the community to find, formulate, study, recognize the potential of the target community, organize the community, solve and tackle community development problems rationally by fostering motivation. to take advantage of one's abilities; 2) Provide opportunities for students to develop their thinking based on Science, Technology, and Arts (STA); 3) Prepare development cadres; 4) Increase students' empathy and concern for the problems faced by the community; 5) Increasing maturity and personality, namely (a) nationalism and the spirit of Pancasila, (b) tenacity, work ethic, and responsibility, and (c) independence, leadership, and entrepreneurship as well as broadening students' horizons; 6) Improve national competitiveness; and 7) Improving the spirit of researchers, especially in terms of (a) data exploration and analysis, (b) encouraging learning community and learning society</p>
	<p>C SUPPORTING SCIENCE AND TECHNOLOGY COURSES</p>
53	<p>Statistics Code: JPGS120310 Credit Hours: 2 Course description: Statistics aims to provide various statistical concepts that are applied in research. Lecture material includes understanding statistics, statistical functions, parametric and non-parametric statistics, data collection, data validity, data reliability, correlation, regression, and analysis of variance and their application using statistical programs. Learning is divided into two stages; the first is that students learn statistical concepts by discussing them in class. Second, students apply various statistical concepts in analyzing research data. Learning assessment uses a portfolio, written test, and observation.</p>

54	<p>Entrepreneurship Credit Hours: 3 Code: JPGS120311 Semester 3</p> <p>Description: Entrepreneurship course is a course that applies student creativity in designing, conducting, and running a business.</p> <p>By following this course, students can apply concepts and knowledge about business and entrepreneurship.</p> <p>This course contains content about the ethics and functions of entrepreneurship, types, and fields of business, business plans, business feasibility analysis, establishing and business risks, and business proposals.</p> <p>The activities carried out are dividing groups, discussing business proposals made, and projecting advantages and challenges in the next five years.</p> <p>Attitudes in following this course are evaluated through observation.</p> <p>Then, students' knowledge is seen as assignments in business proposals. Then, this course also measures students' skills through creative ideas in initiating a business.</p>
55	<p>Cross-study courses</p> <p>This course aims to provide additional skills and competencies for students to face the competitive world of work. Students can take several courses that they feel are needed or needed to support the future career process. Students can take courses in other study programs within the university or outside the university.</p>
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56	<p><i>Purezenteeshon</i> or Academic Presentation *</p> <p>Credit Hours: 3 Code: JPGS120701 Semester:7</p> <p>Description: This course aims to train and develop students' ability to communicate and make presentations both formally and informally in Japanese. Lecture materials are developed from various sources, including the basics of formal and informal presentations, presentations introducing an object or product, online presentations, and media for presentations. Lectures also learn the expressions commonly used in making presentations, giving speeches, and brief remarks. Lectures are carried out using project-based learning, discussions, and group presentations. Lecture evaluation is carried out with assessment based on individual, group, observation, and the resulting project.</p>

57	<p><i>Bijinesu Nihongo</i> or Japanese for Business</p> <p>Credit Hours: 3 Code: JPGS120704 Semester: 7</p> <p>Japanese for Business aims to improve contextual Japanese language skills and Japanese language teaching related to Japanese for Specific Purposes, especially Japanese for Business.</p> <p>This course is divided into 2 stages. First, increase knowledge about business manners which include ethics (gesture, attitude, etc) and characteristics of Japanese people in doing business (courtesy and Japanese business culture), work environment (honorific expressions, internal hierarchy of the group, the concept of “<i>Uchi and Soto</i>” as a clear distinction between 'in-groups and 'out-groups'), and things to consider in the Japanese work culture (Japanese work culture including grooming, punctuality, etc). Students watch short videos, read simple articles, conduct group discussions, class discussions and make short videos about business ethics, language politeness, and aspects of Japanese culture related to business.</p> <p>Second, contextual communication based on situations such as picking up the office phone, responding in various situations, making appointments, changing schedules, giving suggestions, etc. Students practice business communication in Japanese by considering various aspects that have been studied in the first stage, such as Japanese expressions for business, office culture, etc.</p>
58	<p><i>Kanko Tsushin</i> or Japanese for Tourism Marketing</p> <p>Credit Hours:2 Code: JPGS120705 Semester: 7</p> <p>Description:</p> <p>The Kanko Tsushin course aims to complete the knowledge of teaching Japanese for specific purposes (Japanese for Specific Purposes), especially in applying Japanese language skills contextually related to Japanese as a commercial medium. The lecture is divided into two parts. The first is a discussion of the theory of the Japanese language in advertising media. Students observe various brochures, magazines, travel guide books, both printed and electronic, to find various persuasive Japanese expressions and styles to promote a tourism product. Conduct individual recitations, then group discussions and class discussions through presentations. The second part is the application, and students practice making advertisements for local products that have tourism potential in their place of origin to be promoted. Students practice making</p> <p>tourism promotion media, posters, short videos of tourism advertisements, e-brochure in Japanese.</p> <p>Competency achievements in this course are evaluated based on individual erformance, group performance, projects, and portfolios.</p>

59	<p><i>Hoteru no tame no Nihongo</i> or Japanese for Hotel Credit Hours: 3 Code: JPGS1706 Semester: 7</p> <p>Description:</p> <p>The Japanese for Hotel course aims to complement the ability to teach Japanese language skills for specific purposes (Japanese for Specific Purposes), especially in applying Japanese language skills contextually related to the use of Japanese in the context of hospitality.</p> <p>The material in this course is divided into two parts. The first part discusses various politeness and euphemisms in Japanese (Honorific expression and Euphemism), the concept of <i>Omotenashi</i>, and knowledge of hospitality in general. Students observe, discuss and present promotional videos, websites, tourism guidebooks about hotels in Japan and Bali, observe examples of Japanese conversation in the context of hospitality. The second part emphasizes the practice of using Japanese according to various situations that describe work in hospitality. Students draft a situational conversation at the front office, restaurant, concierge, housekeeping, doorman and practice it through roleplay. Students also make videos to make the roleplay more natural. So that students can use Japanese according to the situation as natural as possible.</p> <p>Competency in this course is achieved through individual performance, group performance, portfolio, and project.</p>
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60	<p><i>Nihongo Hyogen</i> or Japanese Phrases Code: Jpgs120707 Credit Hours: 3 Course Description Japanese Phrases course aims to provide contextual knowledge and professional skills to students in the field of mastering various expressions of speakers' expressions in expressing attitudes, feelings, situations, and circumstances (<i>hyogen</i>) at the advanced level (N3) to support competence in the field of Japanese language teaching and research.</p> <p>Learning focuses on two main activities; namely, learning is focused on understanding semantic and pragmatic concepts of various variations of <i>hyogen</i> 'expression'. Understand how an expression (<i>hyogen</i>) is used in contextual situations. Interesting learning about <i>hyogen</i> which states <i>kyouchou</i> (Emphatic Expression), <i>Dantei</i> (judgment, decision), <i>keikou</i> (tendency) <i>yousu</i> (look) <i>Katei jouken</i> (hypothetical Condition), <i>bubun hitei</i> (partial negative), <i>gentei</i>, <i>higentei</i> (limitation, non-limitation), <i>mukankei</i> (unrelated condition), <i>keika</i> to <i>ketsumatsu</i> (process, conclusion), etc. Students and their groups are invited to study expressions by paying attention to the relationship between meanings formed from sentence patterns and the context of the situation to understand both the semantic and pragmatic aspects of the expression or expression in question.</p> <p>Second, students do exercises individually and in groups to produce expressions by paying attention to grammatical aspects and reflecting contextual situations.</p> <p>Learning outcomes are assessed through portfolios, formative tests, and summative tests.</p>
61	<p><i>Kanko no tame no nihon go</i> or Japanese for Tourism Credit Hours: 3 Code: JPGS120708 Semester 7: Description: The Japanese for Tourism course aims to complete the knowledge of teaching Japanese for specific purposes (Japanese for Special Purposes), particularly in applying Japanese language skills contextually related to the use of Japanese in the context of tourism.</p>

62	<p><i>Tsuyaku</i> or Interpreter *</p> <p>Code: JPGS120709</p> <p>Credit Hours Unit: 3</p> <p>Description:</p> <p>The interpreter course is a direct (oral) translation course. This course aims to provide professional knowledge and skills related to the oral translation of Japanese into Indonesian and vice versa to support competence in the field of teaching and research.</p> <p>Learning is divided into two stages. First, learning is focused on translation theories, pragmatic rules, semantics, culture, and humanities knowledge. Students learn using the inquiry method, namely exploring the similarities and differences between the linguistic and cultural aspects of the two languages, both the target language and the source language or vice versa.</p> <p>Both lessons are focused on developing skills in translating spoken discourse in various forms and topics. Translation activities cover short oral discourses about everyday life to oral discourses in certain fields. Students are asked to practice translating an oral discourse and make a self-evaluation report on the obstacles experienced in carrying out the translation process.</p> <p>Learning assessments are carried out through portfolios, performances, presentations.</p>
63	<p><i>Honyaku enshu</i> or Translation Practice</p> <p>Credit Hours: 3</p> <p>Code: JPGS120710</p> <p>Semester: 7</p> <p>Description:</p> <p>The Translation Practice course aims to complement the knowledge and ability to teach Japanese, especially in applying Japanese language skills contextually related to the use of Japanese in the context of translation. Lecturers are divided into two stages. The first stage is to find diction, the correct phrase in translating so that the message from the source language can be conveyed in the target language, distinguishing the quality of translation, and explaining errors that tend to occur in translation. Students observe and discuss a translation product and review the translation. Things that need to be considered in translating are understanding the text's content in the source language and the translation's target in the target language. Second, the things that need to be considered in reading and listening to messages from the source language to produce a quality translation. Students listen, read texts and electronic news, make individual vocabulary lists. Next, discuss the content and message of the source language material. Finally, translating children's fairy tales and short news stories into Indonesian in groups, making presentations in class. Competency achievements in this course are based on individual performance, group performance, presentations, projects, and portfolios.</p>

64	<p>INTERNSHIP 2 * Credit Hours:14 Code: JPGS120701 Semester: 7</p> <p>Description: The purpose of this course is to provide students with an off-campus learning experience so that they can apply the knowledge and theory they have acquired on campus. This course prepares students to face the challenges and demands of the world of work so that once they graduate, they have a strong picture of their opportunities and challenges in the world of work in the future. The apprenticeship process is conducted at institutions, companies, or the industrial world linked with Japanese language education. The types of evaluation used are portfolios, field observations and reports, and projects carried out by students.</p>
65	<p>THK (<i>Tri Hita Karana</i> - Three Causes to Prosperity) Credit Hours: 2 Code: JPGS120203 Semester: 2</p> <p>This course discusses the Historical Perspective of THK, <i>Tri Sila</i> (Three precepts) of THK, Concepts of Harmony and Peace in THK, Universal Values of THK, Congruence of THK with Pancasila, THK as Local Wisdom, THK-Based Leadership, and Implementation of THK at Various Levels.</p>

