



**Universitas Negeri Surabaya**  
**Faculty of Social and Political Sciences,**  
**Bachelor of History Education Study Program**

Document Code

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>
Philology and Ancient Javanese Language	8720102031		T=2 P=0 ECTS=3.18	0	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
	.....		.....	Dr. Wisnu, M.Hum.	
<b>Learning model</b>	Case Studies				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course				
	Program Objectives (PO)				
	PLO-PO Matrix				
		P.O			
<b>Short Course Description</b>	Philology and Old Javanese language courses are elective courses for students. The main objective of this course is for students to be able to reconstruct Old Javanese texts. Students are expected to have the ability to read Old Javanese script. In this course, students are taught how to transliterate manuscripts, inventory manuscripts, select manuscripts that meet standards and set aside those that do not meet standards, reconstruct manuscripts, and ultimately obtain an edited manuscript that contains text that is close to the original or original form of the text. To support the learning process, lectures also include research examples that are considered representative so that students have a clear and concrete picture of how to handle texts using correct scientific methods with objective results.				
	<b>References</b>	<b>Main :</b>  1. Baroroh-Baried, Siti., Sulastin Sutrisno, Siti Chamamah Soeratno, Sawu, Kun Zachrun Istanti. 1994. <i>Pengantar Teori Filologi</i> . BPPF Fakultas Sastra Universitas Gadjah Mada. Yogyakarta. Djamaris, Edward. 1977. "Filologi dan Cara Kerja Penelitian Filologi" <i>Bahasa dan Sastra</i> No.1 Tahun III Juynboll, H.H.1904 . <i>Adiparwa</i> . S-Granvenhage- Martinus Nijhoff. Maas, Paul. 1972. <i>Textual Criticism</i> . Translated from the Germany by Barbara. Oxford: Oxford University Press. Mardiwarsito, L. & Harimurti Kridalaksana. 1984. <i>Struktur Bahasa Jawa Kuna</i> . Ende Flores: Nusa Indah. Sutjipto Wirjosuparto. 1968. <i>Kakawin Bharata-Yuddha</i> . Djakarta: Penerbit Bhartara. Wojowasito,S.1982. <i>Kawisastra</i> .Djambatan.			
	<b>Supporters:</b>				
<b>Supporting lecturer</b>	Dr. Wisnu, M.Hum.				

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	(1) Understanding philology includes its definition and position as a separate science. (2) Understanding manuscripts and texts, here the meaning of manuscripts and texts within and outside the discipline of philology is studied. (3) Old Javanese Manuscripts, here the differences in the objects of philological study are studied.	Students correctly understand the meaning of philology and its objects so that in the future they can use philological methods correctly.	<b>Criteria:</b> good value if you understand the core understanding	Lectures and questions and answers 2 X 50			0%
2	(1) Codicology and textology, here the meaning and scope of codicology and textology which study manuscripts (codices) and texts are studied. (2) Theories of text occurrence, here the emergence of texts from simple to complex forms will be discussed. (3) Texts oral and written, the meaning of oral and written texts and the attraction between these two forms in the classical literary tradition. (4) Text copying, what is the tradition of copying profane and sacred texts?	Students can explain the meaning of text in the discipline of philology and its intricacies.	<b>Criteria:</b> understand codicology and philology	lecture and question and answer 2 X 50			0%
3	(1) Understanding text criticism and literary criticism, here we study the basic differences between text criticism and literary criticism which produce different methods. (2) Understanding philological methods, here we study the assumptions that underlie the need for text criticism and then the method emerges. philology	Students can understand the basics of philological research methods	<b>Criteria:</b> understand the philological method	lectures and discussions 2 X 50			0%
4	Transliteration: transliteration system, spelling, symbols in transliteration, transliteration problems. Here you will learn how to transpose Old Javanese writing into Latin with the current spelling.	Students can transliterate Jawi manuscripts into Latin using scientifically reliable methods.	<b>Criteria:</b> explains the example script	Lectures, reading and listening together, and discussions. Here are provided several examples of manuscripts in the form of 2 X 50 photocopies			0%

5	Transliteration exercise (continuing the topic of week 4), here students will be presented with various manuscript titles, from easy to read to complex and difficult to read	Students can transliterate various manuscripts with various levels of difficulty, including letter size, writing style, thickness of writing, and level of damage to the manuscript.	<b>Criteria:</b> explain writing style	Practical reading of text fragments directly, both photocopied manuscripts and manuscripts in microfilm form using a 2 X 50 microreader			0%
6	Determining the age of a manuscript: colophon, watermark, writing style, text language, and cultural background. Students are invited to discuss how to determine the age (old or young) of a manuscript using various methods and characteristics that follow the manuscript	Students can determine the age of manuscripts using various methods so that later they can group manuscripts based on their age	<b>Criteria:</b> understand the text script	Lectures, quizzes and discussions 2 X 50			0%
7	(1) Manuscript inventory. Here students will learn how to inventory manuscripts, both those that have been registered in the catalog and those that have not. (read Djamaris, 1977)(2) Description of the manuscript, abbreviations of the contents of the manuscript, and exercises, which contain activities to describe manuscripts that have been inventoried, as well as making abbreviations of the contents of the manuscript	Students can inventory manuscripts found in various manuscript storage places and describe them.	<b>Criteria:</b> understand the script	Practice directly by reading the 2 X 50 script			0%
8	UTS			2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

## Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.