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

SEMESTER LEARNING PLAN

Courses		**CODE**	**Course Family**	**Credit Weight**			**SEMESTER**	**Compilation Date**
Arabic		8820103018		**T=3**	**P=0**	**ECTS=4.77**	3	July 18, 2024

AUTHORIZATION		**SP Developer**	**Course Cluster Coordinator**	**Study Program Coordinator**
		....	....	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Able to develop mastery of (1) history, the influence of Arabic on Indonesian; (2) the basics of Arabic phoneme system; (3) Arabic grammar (4) Arabic grammar; (5) adaptation from Arabic to Indonesian; and (6) mastery of Arabic-Malay through class meetings, presentations and linguistic exercises to master pronunciation, reading and writing Arabic as well as identifying loan words to be presented in class discussions.

References	**Main :**	

1. Chambert-Loir, Henri. 2014. Iskandar Zulkarnain, Dewa Mendu, Muhammad Bakir dan Kawan-kawan:Lima Belas Karangan tentang Sastra Indonesia Lama. Jakarta: KPG.
2. Lewis, M. B. 1953.A Handbook Malay Script.London: Macmillan.
3. Purwanto, Agus. 2010.Pintar Membaca Arab Gundul Dengan Metode Hikari. Bandung: Mizan
4. Pusat Pembinaan dan Pengembangan Bahasa. 1997.Kamus Besar Bahasa Indonesia. Jakarta: Departemen Pendidikan dan Kebudayaan Republik Indonesia.
5. Russel, Jones. 2008.Loanwords in Indonesia and Malay. Jakarta: Obor.
6. Saadie, Ma 19mur; Suryana, H.M. Idris; dan Sapardi, Eddy. 1998. Bahasa Bantu. Jakarta: Departemen Pendidikan dan Kebudayaan, Bagian Proyek Penataran Guru SLTP Setara D-III.
7. Soedjito; Hanafi, Imam; dan Arifin, Bustanul. 2002.Bahasa Bantu. Jakarta: Universitas Terbuka.
8. Sodiq, Syamsul; Rokib, Mohammad. 2017. Bahasa Arab untuk Pembelajar Bahasa Indonesia. Surabaya: Negasi Kritika.
9. Sudarno. 1990.Kata Serapan dari Bahasa Arab. Jakarta: Arikha Media Cipta.

Supporters:

Supporting lecturer	Mohammad Rokib, S.S., M.A.

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)**

#			Criteria				%
1	Explaining the objectives of the lecture Explaining the meaning of assignments and course rules Explaining the assessment process and assessment criteria	1.Understand the purpose of lectures 2.Understand the meaning of assignments and lecture rules 3.Understand the assessment process and assessment criteria	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Explanation, Questions and Answers, Discussion and Assignment 2 X 50			0%
2	Understanding the history, process and influence of Arabic into Indonesian Applying the basics of history, process and influence of Arabic into Indonesian	Explains the history, process and influence of Arabic into Indonesian	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion 2 X 50			0%
3	Utilizing science and technology as a tool to help master the Arabic alphabet. Applying the basics of reading and writing the Arabic alphabet	1.Understand the variety of the Arabic alphabet 2.Read the Arabic alphabet 3.Write the Arabic alphabet both separately and continuously	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion and assignment 2 X 50			0%
4	Utilizing science and technology as a tool for typing Arabic. Mastering a variety of Latin keyboards with Arabic equivalents	Determines the difference between one letter and another on the keyboard	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion and Performance Assessment 2 X 50			0%

			Criteria:				0%
5	Utilizing science and technology as a tool to help understand morphology, types of words and particles in Arabic Mastering morphological changes, various classes of Arabic words and particles Able to identify morphological changes, various classes of words and particles in Arabic	Determine morphological changes, various word classes and Arabic particles	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion and Performance Assessment 2 X 50			0%
6							0%
7							0%
8	Midterm exam	Midterm exam	**Criteria:** Midterm exam	Midterm Exam 2 X 50			0%
9	Utilizing science and technology as a tool to help understand types of Arabic sentences. Understanding the differences between verbal and nominal sentences in Arabic	Explain the characteristics of verbal and nominal sentences in Arabic	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion and assessment 2 X 50			0%
10	Utilizing science and technology as a tool to help understand phonological adaptation and morphological shift from Arabic to IndonesianUnderstanding patterns of phonological adaptation and morphological shift from Arabic to Indonesian	Explaining loan words through phonological adaptation and morphological shift from Arabic to Indonesian	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion and Product Assessment 2 X 50			0%

11	Utilizing science and technology as a tool to help understand semantic shifts, syntactic interference and absorption elements belonging to Arabic into Indonesian. Being able to identify semantic shifts, syntactic interference and absorption elements belonging to Arabic into Indonesian	Explains semantic shifts, syntactic interference and absorption elements that originate from Arabic into Indonesian	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Discussion and performance assessment 2 X 50			0%
12	Utilizing science and technology as a tool to transliterate Latin Arabic Mastering Latin Arabic transliteration Able to be responsible for presentations/assignments independently/in a group	Skilled in transliterating Latin Arabic	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Performance assessment 2 X 50			0%
13	Utilizing science and technology as a tool to master Malay Arabic reading and writing Mastering Malay Arabic reading and writing Able to be responsible for presentations/assignments independently/in groups	Skilled in reading and writing Malay Arabic	**Criteria:** 1.4: correct description 2.3: the description is generally correct, there is one aspect where the explanation is incorrect 3.2: the description is generally correct, there is more than one aspect where the explanation is incorrect 4.1: wrong description	Performance assessment 2 X 50			0%
14							0%
15							0%
16	Final exams	Final exams	**Criteria:** Final exams	Final Exam Semester 2 X 50			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.