



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

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>	
Bsi Research Methods	8820104080		T=4 P=0 ECTS=6.36	0	July 18, 2024	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>		
	.....		.....	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.		
<b>Learning model</b>	Case Studies					
<b>Program Learning Outcomes (PLO)</b>	PLO study program which is charged to the course					
	Program Objectives (PO)					
	PLO-PO Matrix					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>				
P.O						
<b>Short Course Description</b>	Course Description Able to master various literary research methods and be able to apply them for writing proposals and researching literary works through structured and independent activities to produce a literary research proposal.					
<b>References</b>	<b>Main :</b>					
	<ol style="list-style-type: none"> <li>1. Endraswara, Suwardi. 2011. Metodologi Penelitian Sastra: Epistemologi, Model, Teori, dan Aplikasi. Yogyakarta: CAPS.</li> <li>2. Ratna, Nyoman Kutha. 2004. Teori, Metode, dan Teknik Penelitian Sastra: dari Strukturalisme hingga Poststrukturalisme, Perspektif Wacana Naratif. Yogyakarta: Pustaka Pelajar.</li> <li>3. Faruk. 2012. Metode Penelitian Sastra: Sebuah Penjelajahan Awal. Yogyakarta: Pustaka Pelajar.</li> <li>4. Jabrohim (ed.). 2012. Teori Penelitian Sastra. Yogyakarta: Masyarakat Poetika Indonesia dan Pustaka Pelajar.</li> <li>5. Ratna, Nyoman Kutha. 2010. Metodologi Penelitian: Kajian Budaya dan Ilmu Sosial Humaniora pada Umumnya. Yogyakarta: Pustaka Pelajar.</li> <li>6. Sudikan, Setya Yuwana. 2014. Metode Penelitian Sastra Lisan. Lamongan: Pustaka Ilalang Grup.</li> <li>7. Endrawara, Suwardi. 2011. Metode Penelitian Sosiologi Sastra. Yogyakarta: CAPS.</li> <li>8. Endraswara, Suwardi. 2012. Metode Penelitian Filsafat Sastra. Yogyakarta: Layar Kata.</li> <li>9. Pradopo, Rachmat Djoko. Beberapa Teori Sastra, Metode Kritik, dan Penerapannya. Yogyakarta: Pustaka Pelajar.</li> <li>10. Endraswara, Suwardi. 2013. Metodologi Penelitian Antropologi Sastra. Yogyakarta: Ombak.</li> <li>11. Faruk. 2012. Novel Indonesia, Kolonialisme, dan Ideologi Emansipatoris. Yogyakarta: Ombak.</li> <li>12. Suaka, I Nyoman. 2014. Analisis Sastra: Teori dan Aplikasi. Yogyakarta: Ombak.</li> <li>13. Rohman, Saifur. 2014. Dekonstruksi: Desain Penelitian dan Analisis. Yogyakarta: Ombak.</li> <li>14. Minderop, Albertine. 2010. Psikologi Sastra: Karya Sastra, Metode, Teori, dan Contoh Kasus. Jakarta: Yayasan Pustaka Obor Indonesia.</li> <li>15. Beberapa contoh proposal penelitian sastra</li> </ol>					
	<b>Supporters:</b>					
<b>Supporting lecturer</b>	Prof. Dr. Kisyani Laksono, M.Hum. Dr. Diding Wahyudin Rohaedi, M.Hum. Drs. Parmin, M.Hum. Dr. Suhartono, M.Pd.					

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<ul style="list-style-type: none"> <li>Discuss the meaning, characteristics and types of literary research</li> <li>Brainstorm ideas about research topics</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the meaning, characteristics and types of literary research</li> <li>Brainstorm ideas about research topics</li> </ul>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Discuss the influence of textbooks on readers</li> <li>Discussing the state of books and the world of education in Indonesia</li> <li>Explaining the condition of books in Indonesia</li> <li>Brainstorm ideas about the topic in class</li> </ol>	<ul style="list-style-type: none"> <li>Group discussions in class</li> <li>Brainstorming ideas and ideas classically</li> </ul> 4 X 50			0%
2	<ul style="list-style-type: none"> <li>Discuss problems and management of literary research</li> <li>Brainstorm ideas about research topics</li> </ul>	<ul style="list-style-type: none"> <li>Discuss problems and management of literary research</li> <li>Brainstorm ideas about research topics</li> </ul>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Answering sequentially, completely and correctly, the score is 5</li> <li>Answering sequentially, completely and inaccurately, the score is 3</li> <li>Answers that are not in order, incomplete and inaccurate, the score is 2</li> <li>If you answered incorrectly, the score is 1</li> </ol>	<ul style="list-style-type: none"> <li>Group discussions in class</li> <li>Brainstorming ideas and ideas classically</li> </ul> 4 X 50			0%
3	<ul style="list-style-type: none"> <li>Discuss epistemology, genres and models of literary research</li> <li>Brainstorm ideas about the stages of writing a literary research proposal</li> </ul>	<ul style="list-style-type: none"> <li>Discuss epistemology, genres and models of literary research</li> <li>Brainstorm ideas about the stages of writing a literary research proposal</li> </ul>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Answering sequentially, completely and correctly, the score is 5</li> <li>Answering sequentially, completely and inaccurately, the score is 3</li> <li>Answers that are not in order, incomplete and inaccurate, the score is 2</li> <li>If you answered incorrectly, the score is 1</li> </ol>	<ul style="list-style-type: none"> <li>Group discussions in class</li> <li>Brainstorming ideas and ideas classically</li> </ul> 4 X 50			0%
4	<ul style="list-style-type: none"> <li>Discuss literary research: formalism and pure structuralism</li> <li>Brainstorm ideas about the stages of writing a literary research proposal</li> </ul>	<ul style="list-style-type: none"> <li>Discuss literary research: formalism and pure structuralism</li> <li>Brainstorm ideas about the stages of writing a literary research proposal</li> </ul>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>Answering sequentially, completely and correctly, the score is 5</li> <li>Answering sequentially, completely and inaccurately, the score is 3</li> <li>Answers that are not in order, incomplete and inaccurate, the score is 2</li> <li>If you answered incorrectly, the score is 1</li> </ol>	<ul style="list-style-type: none"> <li>Group discussions in class</li> <li>Brainstorming ideas and ideas classically</li> </ul> 4 X 50			0%

5	· Discuss literary research: structuralism · Brainstorm ideas about the stages of writing a literary research proposal	· Discuss literary research: structuralism · Brainstorm ideas about the stages of writing a literary research proposal	<b>Criteria:</b> 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	· Group discussions in class · Brainstorming ideas and ideas classically 4 X 50			0%
6	· Discuss literary research: aesthetics and stylistics · Brainstorm ideas about the stages of writing a literary research proposal	· Discuss literary research: aesthetics and stylistics · Brainstorm ideas about the stages of writing a literary research proposal	<b>Criteria:</b> 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	· Group discussions in class · Brainstorming ideas and ideas classically 4 X 50			0%
7	· Discuss literary sociology research · Brainstorm ideas about the stages of writing a literary research proposal	· Discuss literary sociology research · Brainstorm ideas about the stages of writing a literary research proposal	<b>Criteria:</b> 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	· Group discussions in class · Brainstorming ideas and ideas classically 4 X 50			0%
8	midterm exam	midterm exam	<b>Criteria:</b> midterm exam	4 X 50 midterm exam			0%
9	· Discuss literary psychology research · Brainstorm ideas about the stages of writing a literary research proposal	· Discuss literary psychology research · Brainstorm ideas about the stages of writing a literary research proposal	<b>Criteria:</b> 1.Answering sequentially, completely and correctly, the score is 5 2.Answering sequentially, completely and inaccurately, the score is 3 3.Answers that are not in order, incomplete and inaccurate, the score is 2 4.If you answered incorrectly, the score is 1	· Group discussions in class · Brainstorming ideas and ideas classically 4 X 50			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.**