



**Universitas Negeri Surabaya  
Faculty of Languages and Arts,  
Indonesian Literature Undergraduate 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>
Indonesian People and Culture	7920102072		T=2	P=0	ECTS=3.18	1	July 18, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
	.....		.....			Drs. Parmin, 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>	Able to master the basic concepts of cultural, human and community relations, through class meeting activities, exercises, assignments, projects and tests to analyze positive cultural values and develop them to encourage the spirit of development in the present and future, to be presented in class discussions and major scientific activities						
	References						
<b>References</b>	<b>Main :</b>						
	1. Hasibuan, Sofia Rangkuti .2002. <i>Kebudayaan di Indonesia Teori dan Konsep</i> . Jakarta: Dian Rakyat Kaplan, David. 2002. <i>Teori Budaya</i> . Yogyakarta: Pustaka Pelajar. Kontjaraningrat.1971. <i>Manusia dan Kebudayaan di Indonesia</i> . Jakarta: Djambatan. Rosidi, Ajip. 1995. <i>Sastra dan Budaya, Kedaerahan dan Keindonesiaan</i> . Jakarta: Pustaka Jaya. Storey, John. 2003. <i>Teori Budaya dan Budaya Pop</i> . Yogyakarta: Qalam Danandjaja, James. 1984. <i>Folklor Indonesia</i> . Jakarta: PT Pustaka Utama Grafiti. □						
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Prof. Dr. H. Setya Yuwana, M.A. Prof. Dr. Kisyani Laksono, M.Hum. Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ REFERENCES ]</b>	<b>Assessment Weight (%)</b>
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Identify the relationship between humans and culture	<ul style="list-style-type: none"> <li>· Explaining culture</li> <li>· Explaining the relationship between humans and culture</li> <li>Identifying the relationship between humans and culture</li> </ul>	<b>Criteria:</b> 1.4: explanation of the seven characteristics of truth 2.3: explanation of at least four correct characteristics 3.2: the explanation of at least one characteristic is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, questions and answers, discussions and assignments 2 X 50			0%
2	Identify traditional culture and contemporary culture	<ul style="list-style-type: none"> <li>· Explain the characteristics of traditional culture</li> <li>· Explain the characteristics of contemporary culture.</li> <li>Identify the differences between traditional and contemporary culture</li> </ul>	<b>Criteria:</b> 1.4: 3 correct identification 2.3: 2 correct identification 3.2:1 correct identification 4.1: no correct identification 5.0: no answer	Explanations, questions and answers, discussions and assignments 2 X 50			0%
3	Identify traditional Javanese culture. Madura and Bali	<ul style="list-style-type: none"> <li>· Discuss the characteristics of traditional Javanese culture</li> <li>· Discuss the characteristics of traditional Madurese culture</li> <li>· Discuss the characteristics of traditional Balinese culture</li> <li>Identify the characteristics of traditional Javanese, Madurese and Balinese culture</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation	Explanations, questions and answers, discussions and assignments 2 X 50			0%
4	Identifying the development of Javanese, Madurese and Balinese culture to date (presentation)	<ul style="list-style-type: none"> <li>· Discuss the characteristics of current Javanese culture</li> <li>· Discuss the characteristics of current Madurese culture</li> <li>· Discuss the characteristics of current Balinese culture</li> <li>· Identify the characteristics of current Javanese, Madurese and Balinese culture with a presentation</li> <li>· Arrange their cultural products (assignment)</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, presentations, questions and answers, discussions and assignments 2 X 50			0%

5	Identifying traditional Sundanese and Betawi culture	<ul style="list-style-type: none"> <li>· Discuss the characteristics of traditional Sundanese culture</li> <li>· Discuss the characteristics of traditional Betawi culture</li> <li>Identify the characteristics of traditional Sundanese and Betawi culture</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, questions and answers, discussions and assignments 2 X 50			0%
6	Identifying the development of Sundanese and Betawi culture to date (presentation)	<ul style="list-style-type: none"> <li>· Discuss the characteristics of current Sundanese culture</li> <li>· Discuss the characteristics of current Betawi culture</li> <li>· Identify the characteristics of current Sundanese and Betawi culture with a presentation</li> <li>Compile cultural products (assignment)</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, presentations, questions and answers, discussions and assignments 2 X 50			0%
7	Identifying traditional cultures of Sumatra, Kalimantan and NTB	<ul style="list-style-type: none"> <li>· Discuss the characteristics of traditional culture in Sumatra</li> <li>· Discuss the characteristics of traditional culture in Kalimantan</li> <li>· Discuss the characteristics of traditional culture in NTB</li> <li>Identify the characteristics of traditional culture in Sumatra, Kalimantan and NTB</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, questions and answers, discussions and assignments 2 X 50			0%
8	Identifying the cultural development of Sumatra, Kalimantan and NTB to date (presentation)	<ul style="list-style-type: none"> <li>· Discuss the cultural characteristics of Java during Sumatra</li> <li>· Discuss the cultural characteristics of current Kalimantan</li> <li>· Discuss the cultural characteristics of current NTB</li> <li>· Identify the cultural characteristics of Sumatra, Kalimantan and NTB today with a presentation</li> <li>Compile their cultural products (assignment)</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, presentations, questions and answers, discussions and assignments 2 X 50			0%
9	UTS			2 X 50			0%

10	Identifying the traditional culture of NTT and Sulawesi	<ul style="list-style-type: none"> <li>· Discuss the characteristics of traditional culture in NTT</li> <li>· Discuss the characteristics of traditional culture in Sulawesi</li> <li>Identify the characteristics of traditional culture in NTT and Sulawesi</li> </ul>	<b>Criteria:</b> 1.4: explanation of 5 scopes is correct 2.3: explanation of at least 3 correct scopes 3.2: explanation of at least 1 scope is correct 4.1: there is no correct explanation 5.0: no answer	Explanations, questions and answers, discussions and assignments 2 X 50			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.